Practical Classroom Strategies for Making Inclusion More Successful

Grades 6-12

PD RESOURCE KIT

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Practical Classroom Strategies for Making Inclusion More Successful Grades 6-12

PD Resource Kit

RESOURCE GUIDE

By

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Mona Roach, PhD

BER

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Thank you for your interest in *Practical Classroom Strategies for Making Inclusion More Successful, Grades 6-12.*

Secondary teachers in inclusive classrooms must possess a repertoire of proven, practical ideas and strategies to successfully address a wide range of student needs. When teachers incorporate sound techniques and engaging inclusion practices they are able to:

- meet students' needs and maintain curriculum rigor
- increase student engagement with grade-level materials and concepts
- incorporate a range of modalities into instruction and practice activities to make the most of student learning preferences
- foster an inclusive, respectful classroom environment where all students thrive

The strategies demonstrated in this video program will enhance whole class instruction and are equally useful in small group sessions and with individual students. These practices and techniques will strengthen current inclusion efforts already in place in secondary classroom settings.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach

Mona Roach, PhD
Media Training Director

ABOUT THE TRAINER...

SONYA HEINEMAN KUNKEL is an outstanding teacher, presenter and mentor teacher with twenty years of experience working with students with disabilities in secondary schools. Sonya specializes in strategies and modifications for the general education classroom and collaborative techniques, with an emphasis on co-teaching and inclusion. She has received awards as a teacher and for her work with school districts to build capacity to serve all students. Sonya is the author of *The Path to Positive Classroom Management* and *Practical Classroom Strategies for Making Inclusion Work, Grades 6-12*. She also co-authored *Administration and Supervision of Programs for Exceptional Children*. Sonya draws on her own teaching experiences and her work as a mentor teacher to provide practical strategies that work in secondary inclusion classrooms.

ABOUT THE BUREAU . . .

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

- **PD Resource Kits** contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions

- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience

- **On-Site PD Services** enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development

- **National Train-the-Trainer Programs** on cutting-edge topics enable schools and districts to train their own staff members who then conduct site-based professional development sessions

For further information about Bureau PD programs and resources, please contact us: www.ber.org or toll free (800) 735-3503.

Practical Classroom Strategies for Making Inclusion More Successful Grades 6-12

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PROGRAM GUIDE

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SUGGESTIONS FOR PD TRAINERS

GENERAL INFORMATION

This section of the *Resource Guide* is designed those who will be presenting the material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 9 for suggestions appropriate to your needs.

Different Ways To Use The Program

Good video footage is a powerful way to demonstrate effective classroom practices and generate discussion. This program offers facilitators a variety of options:

Show the Entire Program

Select PLAY ALL on the main DVD menu. This selection enables you to control the video playback for the entire program, pausing whenever you choose for questions, discussion, and time with the related print resources. The PLAY ALL option is also the most efficient way to preview the program.

Show Each Topic

Select the TOPIC MENU on the main DVD menu. You can then select a topic of choice. Some topics are divided into subtopics. The SUB-TOPIC MENU will allow you to navigate through each topic or you may select PLAY ALL to play the entire section. You can pause at any point for questions and discussion.

Review/Replay Specific Activities or Lessons

During the course, you may want to replay certain lessons or activities within a topic. The SUB-TOPIC MENUS will help you enter the topic at specific points. You can also use fast forward and fast reverse commands to navigate quickly within each topic area.

No Matter Which Option You Choose

As you guide participants through this program, the most effective strategy is to show a segment, then stop for discussion and/or an opportunity to read the related print resources.

Overview of the Program

Practical Classroom Strategies for Making Inclusion More Successful, Grades 6-12 is a video program that demonstrates a variety of practical, highly effective strategies for implementing inclusion in secondary general education classrooms.

Section one focuses on key practices prior to instruction that set the stage for successful learning for students with special needs. *22:00*

Section two showcases a variety of ways secondary classroom teachers can enhance the learning and engagement of students with special needs during instruction. *19:00*

In section three, you will see practical, time-effective closing activities to solidify students' learning after instruction. *15:00*

Print Materials That Directly Support Sections

- Note-taking guides, pages 15-19

  The guides are video section outlines that participants can use to jot down specific information, thoughts and questions.

- Descriptions of strategies, supporting information and examples, pages 21-63

  The Print Resources section is devoted to describing and supporting the strategies included in the video program. Included are:

  - * general information sheets
  - * copies of student handouts and guidelines for the lessons and activities within the video program
  - * related material that enhances viewers' understanding of the demonstrated strategies

- Resource information, pages 65-73

  The closing pages of the guide contain a list of resources, references, and related BER PD Resource Kits.

Equipment/Materials Needed

DVD player, monitor

DVD

Print Resources

Chart paper or whiteboard, markers

THE SESSIONS

Before Viewing the Program

Distribute page 21, *Getting Started,* to participants. Give them 3-4 minutes to write their responses. Ask participants to briefly share their answers with a partner or in small groups. Then, use chart paper or an overhead to list examples of student learning needs as each pair or group reports out. Use this same process to list the essential skills that students need to develop, the strategies that participants have found to be effective and the challenges teachers face as they implement inclusion with their students.

The purpose of this opening discussion is to bring up the range of learning needs that must be addressed in order for students to be successful in secondary general education inclusion classrooms. You want participants to recognize patterns of student needs and common teacher concerns. It will be helpful to hear different strategies that participants have used to address student learning needs. Bringing out personal experiences is an excellent way to prepare participants for making the most of the information and strategies in the video program.

Keep discussion brief. Remind participants to focus on learning needs, not the students themselves. This activity is not meant to be a forum for complaining about students, parents or administrators.

SECTION ONE: SET THE STAGE FOR SUCCESSFUL LEARNING *22:00*

Distribute the *Note-Taking Guide* for Section One, page 15.

Show participants the video Introduction and Section One.

Discussion Questions

- ✓ Why are pre-instruction strategies particularly important for the success of students with disabilities in general education inclusion classrooms?

- ✓ What routines do you currently have in place that provide continuity and consistency for students with special needs?

Reading grade level text is one of the biggest challenges facing not only students with disabilities but other students at the secondary level as well. Consider the strategies in this portion of the video.

- ✓ How might these strategies address the reading difficulties of your students?

- ✓ In your experience, what are some of the biggest challenges that students with disabilities face in inclusive classrooms? How might these before-instruction strategies help address those challenges?

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Supporting Print Materials for Introduction/Section One

Note-Taking Guide (page 15)
  Topic outline that facilitates note taking

Getting Started (page 21)
  Prompts that create a context for viewing the DVD

Techniques that Set the Stage for Successful Learning for Students with Disabilities (pages 23-27)

KUDH templates (pages 29-35)

Sample VIP (Visual Instruction Plan): Answering Open Ended Questions (page 37)

Resources (pages 65-73)
  List of print references, websites and resources for inclusion strategies

SECTION TWO: SUPPORT STUDENT LEARNING AND ENGAGEMENT DURING INSTRUCTION *19:00*

Distribute the *Note-Taking Guide* for Section Two, page 17.

This section is divided into three sub-topics:

- All Student Response Techniques *3:40*
- Note-Taking Strategies *8:00*
- Hands On, Kinesthetic Activities and Simulations *7:20*

After each segment, you may want to stop for a brief discussion and have participants share additional ideas.

Discussion Questions

- ✓ Why is the use of multi-modal strategies and practices a key attribute of effective inclusion practices at the secondary level?

- ✓ What does it mean to make inclusion "invisible"? How might this help provide a positive classroom learning environment for all students?

- ✓ In addition to individual whiteboards and sticky note votes, what are some additional ways to enable all students to respond and actively participate in whole class instruction?

- ✓ Many of the strategies in this portion of the video are designed to enable students with special needs to work with grade-level materials and concepts. Which students in your inclusive classroom would benefit from these strategies?

- ✓ What are the benefits to students with disabilities, as well as all students in inclusive classrooms, when teachers incorporate hands on learning, kinesthetic activities, and simulations?

- ✓ What are some of the major challenges you face with implementing inclusion? What strategies and techniques from this portion of the video could help address those challenges?

Supporting Print Materials for Section Two

Note-Taking Guide (page 17)
   Topic outline that facilitates note taking

*Strategies that Support Learning and Engagement of Students with Special Needs
   During Instruction* (pages 39-41)

Sideline Notes (page 43)

Skeleton Notes Example A: Scale Drawings Notes - BrainPop video (page 45)

Skeleton Notes Example B: Scale Drawings Notes - BrainPop video (page 47)

Sketch Notes (page 49)

Resources (pages 65-73)
   List of print references, websites and resources for inclusion strategies

SECTION THREE: SOLIDIFY STUDENTS' LEARNING AFTER INSTRUCTION
15:00

Distribute the *Note-Taking Guide* for Section Three, page 19.

Show participants Section Three.

Discussion Questions

✓ Why is it critical to use closing activities that engage students in synthesizing and/or
   summarizing information?

✓ Brainstorm ways you can use word sorts to promote higher level thinking and provide
   your students with opportunities to solidify subject area concepts?

✓ Consider the students with special needs in your inclusive classroom. How might the
   visual, kinesthetic and tactile closing activities in this portion of the program address
   the learning preferences of these students?

✓ What useful assessment information can teachers glean from end of class activities?

Supporting Print Materials for Section Three

Note-Taking Guide (page 19)
   Topic outline that facilitates note taking

Closing Activities that Solidify Learning of Students with Special Needs (pages 51-53)

Lesson Closer (page 55)

The Curvy Line (page 57)

Window Pane (page 59)

Exit Card Sample A: 3-2-1 (page 61)

Exit Card Sample B: Exit Questions (page 63)

Resources (pages 65-73)
   List of print references, websites and resources for effective inclusion strategies

After Viewing the Program

Ask participants to discuss:

- – effective inclusion practices they are currently implementing with their students and how they know the inclusion strategies are working

- – new ideas they gleaned from the video program

- – questions or concerns about implementing inclusion strategies with their students

SUGGESTIONS FOR SELF-STUDY

General Information

This section of the *Resource Guide* is designed for individuals and small groups. If you are responsible for leading a group through this material, please turn back to *Suggestions for PD Trainers,* page 3.

Whether you choose to view the entire program in one session or view sections of the program over two or more study sessions, **this program is not designed to be viewed straight through.** Your learning experience will be much richer if you take the time to stop the DVD after each section, reflect, and read the additional information contained in this *Resource Guide.*

Overview of the Program

Practical Classroom Strategies for Making Inclusion More Successful, Grades 6-12 demonstrates a variety of practical, highly effective strategies for implementing inclusion in secondary general education classrooms.

Section one focuses on key practices prior to instruction that set the stage for successful learning for students with special needs. *22:00*

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In section three, you will see practical, time-effective closing activities to solidify students' learning after instruction. *15:00*

Equipment/Materials Needed

DVD player, monitor

DVD

Print Resources (pages 15-73)

Reflection Questions

Reflection questions are provided for your sessions. It is recommended that you view the segment and then refer to the questions for thoughtful reflection. Please keep in mind that this guide contains print explanations of the strategies as well as other related material that can inform and enrich your learning and use of the strategies.

Note-Taking Guide

A note-taking guide for the entire program is located on pages 15-19. The divisions and headings match the graphics in the DVD.

YOUR SESSIONS

SECTION ONE: SET THE STAGE FOR SUCCESSFUL LEARNING *22:00*

Turn to the *Note-Taking Guide* for Section One, page 15.

Watch the Introduction and Section One.

Reflection Questions

✓ Why are pre-instruction strategies particularly important for the success of students with disabilities in general education inclusion classrooms?

✓ What routines do you currently have in place that provide continuity and consistency for students with special needs?

Reading grade level text is one of the biggest challenges facing not only students with disabilities but other students at the secondary level as well. Consider the strategies in this portion of the video.

✓ How might these strategies address the reading difficulties of your students?

✓ In your experience, what are some of the biggest challenges that students with disabilities face in inclusive classrooms? How might these before-instruction strategies help address those challenges?

Supporting Print Materials for Introduction/Section One

Note-Taking Guide (page 15)
  Topic outline that facilitates note taking

Getting Started (page 21)
  Prompts that create a context for viewing the DVD

Techniques that Set the Stage for Successful Learning for Students with Disabilities (pages 23-27)

KUDH templates (pages 29-35)

Sample VIP (Visual Instruction Plan): Answering Open Ended Questions (page 37)

Resources (pages 65-73)
  List of print references, websites and resources for inclusion strategies

SECTION TWO: SUPPORT STUDENT LEARNING AND ENGAGEMENT DURING INSTRUCTION *19:00*

Turn to the *Note-Taking Guide* for Section Two, page 17.

This section is divided into three sub-topics:

• All Student Response Techniques *3:40*

• Note-Taking Strategies *8:00*

• Hands On, Kinesthetic Activities and Simulations *7:20*

After each segment, you may want to stop to reflect and read supporting print materials.

Reflection Questions

✓ Why is the use of multi-modal strategies and practices a key attribute of effective inclusion practices at the secondary level?

✓ What does it mean to make inclusion "invisible"? How might this help provide a positive classroom learning environment for all students?

✓ In addition to individual whiteboards and sticky note votes, what are some additional ways to enable all students to respond and actively participate in whole class instruction?

✓ Many of the strategies in this portion of the video are designed to enable students with special needs to work with grade-level materials and concepts. Which students in your inclusive classroom would benefit from these strategies?

✓ What are the benefits to students with disabilities, as well as all students in inclusive classrooms, when teachers incorporate hands on learning, kinesthetic activities, and simulations?

✓ What are some of the major challenges you face with implementing inclusion? What strategies and techniques from this portion of the video could help address those challenges?

Supporting Print Materials for Section Two

Note-Taking Guide (page 17)
    Topic outline that facilitates note taking

Strategies that Support Learning and Engagement of Students with Special Needs During Instruction (pages 39-41)

Sideline Notes (page 43)

Skeleton Notes Example A: Scale Drawings Notes - BrainPop video (page 45)

Skeleton Notes Example B: Scale Drawings Notes - BrainPop video (page 47)

Sketch Notes (page 49)

Resources (pages 65-73)
    List of print references, websites and resources for inclusion strategies

SECTION THREE: SOLIDIFY STUDENTS' LEARNING AFTER INSTRUCTION
15:00

Turn to the *Note-Taking Guide* for Section Three, page 19.

Show participants Section Three.

Discussion Questions

✓ Why is it critical to use closing activities that engage students in synthesizing and/or summarizing information?

✓ Brainstorm ways you can use word sorts to promote higher level thinking and provide your students with opportunities to solidify subject area concepts?

✓ Consider the students with special needs in your inclusive classroom. How might the visual, kinesthetic and tactile closing activities in this portion of the program address the learning preferences of these students?

✓ What useful assessment information can teachers glean from end of class activities?

Supporting Print Materials for Section Three

Note-Taking Guide (page 19)
Topic outline that facilitates note taking

Closing Activities that Solidify Learning of Students with Special Needs (pages 51-53)

Lesson Closer (page 55)

The Curvy Line (page 57)

Window Pane (page 59)

Exit Card Sample A: 3-2-1 (page 61)

Exit Card Sample B: Exit Questions (page 63)

Resources (pages 65-73)
List of print references, websites and resources for effective inclusion strategies

After Viewing the Program

You might consider the following options:

– Implement a few of the inclusion strategies from the program with your students

– Browse through the websites listed on page 65 for a wealth of information on effective inclusion practices and resources for secondary level classroom teachers

PRINT RESOURCES

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Note-Taking Guide
Section One: Set the Stage for Successful Learning

KUDH

Homework routines

Visual Instruction Plan (VIP)

Learning partners

Mix and match

Text Previewing

Targeted sessions

Probing questions

Sticky note questions

Highlight window

Vocabulary tags

Activate Prior Knowledge

Schema activator

Word sorts

Four corners

Note-Taking Guide
Section Two: Support Learning and Promote
Student Engagement During Instruction

All Student Response Techniques

    Individual whiteboards

    Sticky note vote

Note-Taking Strategies

    Sideline notes

    Skeleton notes

    Sketch notes

    Carbon notes

Application Projects

    Hands-On Math Activity

    Kinesthetic Science Activity

    Simulated World Language Activity

Note-Taking Guide
Section Three: Solidify Students' Learning After Instruction

Beach ball review

Baseball review

Word sort wrap up

Silly story technique

Graphic Organizers

Shapes lesson closer

Curvy line

Window pane

Exit Cards

3-2-1 exit cards

Exit card questions

Getting Started

1. Think of students with disabilities you presently have in your general ed inclusion class or have had in the past. Briefly list their learning challenges or special needs.

2. What essential skills do students need to have to be successful in your classroom or with your content area?

3. List inclusion strategies you have used with students. Put a + next to the ones that have been effective in helping students participate successfully in your classroom.

4. What are some major challenges in addressing the needs of students with disabilities in general education inclusion classrooms?

Techniques that Set the Stage for Successful Learning for Students with Disabilities

KUDH (What students should Know, Understand, be able to Do, Homework)

Materials: templates, pp. 29-35

Description: While all students are more successful when they know the objectives of a lesson, students with special needs must begin a lesson with the learning target clearly in mind. The KUDH strategy is an effective way to provide that information with a visual component that addresses the learning needs of many students in inclusion classrooms. Print the four templates on colored paper, post them on the board, and record the objectives and expectations of your lessons.

Visual Instruction Plan (VIP)

Materials: student sample, p. 37

Description: Students with ADHD, on the autism spectrum, on the pervasive developmental disorder spectrum, and those who are visual learners often get overwhelmed with too many directions or multi-step processes. A visual instruction plan (VIP) is a visual sequencing of an assignment. A VIP enables students to see a task step-by-step in both words and pictures.

Mix and Match

Materials: note cards with quotes or short excerpts from upcoming text

Description: Mix and Match is a cooperative learning text-previewing activity. This strategy helps students with reading or writing disabilities cope with grade level material by reducing the reading load. Teachers select 4-5 key quotes from a book, chapter or article and put each quote on an index card. Each student is given a card to read. The first step is for students to read their cards and make individual predictions. The next step is for each student to pair up with another student who has a different card. After both students read their quotes aloud, they briefly discuss and orally revise their predictions. After a few minutes, the teacher has students find new partners, and the process continues until students have paired up with three or four partners. As students continue to gather new information and discuss their ideas, they create more informed predictions. At the end of Mix and Match, students return to their desks to write a second prediction. Then the teacher reads the first few paragraphs or pages of the new text. After stopping at a strategically selected point, the teacher has students write a third prediction. Students now have a mindset that will help them read and comprehend material more easily.

Highlight Window

Materials: index cards; colored transparency material; glue or tape

Sources for transparency material: check office supply stores for colored plastic sheet protectors that can be cut to size; http://stores.diannecraft.org/Categories.bok?category=Transparencies

Description: Cut a 1 X 3 inch rectangular opening out of the middle of an index card. Adhere a piece of colored transparency over the opening. Make the opening large enough to reveal 2-3 lines of text so the student can maintain the flow of text as he or she reads. Highlight windows limit the amount of text that students can see, so visual distraction is greatly reduced. The color also helps students who may have visual discrimination problems with black and white print.

Sticky Note Questions

Materials: color sticky notes of various sizes and shapes

Description: Sticky notes are a versatile text previewing strategy.   One option is for the teacher to write three or four key questions on square sticky notes and place them in a row on the desk above the textbook or material to be read. The student reads the questions, reads a chunk of text and then returns to the questions to see if any of them were answered in the text just read. If so, the student places the sticky note question in the textbook to mark the location of the answer. Students continue until all the sticky note questions are placed in the text.

Another option is for the teacher to write key questions on small sticky notes and place them directly on the text where answers are located. Students then read the chunks of text and record the answers in their notebooks. For students with dysgraphia, print questions on computer labels and then have students attach the labels to blank sticky notes.

Vocabulary Tags

Materials: laminated 3X5 cards; color highlighting tape; sticky notes

Sources: office supply stores; educational materials stores; and the following website-
http://www.trcabc.com/resources/teachers-corner/top-10-classroom-uses-for-highlighter-tape/

Description: Cut several 1 inch strips of highlighting tape and place on 3X5 cards for easy storage. (Laminating the cards enables the highlighting tape to be reused more times.) The cards can be handed out to students who use the highlighting tape to mark challenging vocabulary words as they read. At the end of each reading segment students return to the highlighted words and attempt to define them using context clues. Then they check their inferences by looking up each word in the glossary or a dictionary. Students can work in pairs and record their definitions. When students are finished with the highlighting tape, they simply place the strips back on the card and return it to the teacher.

Schema Activator

Materials: several sheets of large chart paper (laminated chart paper is an eco-friendly option); markers (erasable markers if using laminated chart paper)

Description: Charts are labeled with different topics for a unit of study. Groups of students move from chart to chart around the room. The focus is on activating students' knowledge. At each chart, a small group of students brainstorms related information and writes it on the chart. As each group moves to another chart, students check existing information and add to it or revise it. This activity involves movement, writing and discussion in small groups which addresses many student needs and is an excellent technique for engaging students with subject area content.

Word Sorts

Materials: vocabulary word cards

Description: Using a word sort as a pre-instruction activity is an effective way to activate prior knowledge. Have students sequence cards or create categories, then justify their organization of the cards. Manipulating word cards and using colored index cards are two ways to increase the learning power of this activity for tactile, visual learners.

Four Corners

Description: Four Corners can be used to reveal students' understandings, perspectives and opinions prior to a class discussion or a topic of study. Teachers set up stations or activities in four (or more) areas of the room. Small groups of students engage in a task at each station for a specific amount of time, then move on to the next station when the teacher directs them. Students may move to different areas of the room to:

- express opinions about a topic
- discuss thoughts or feelings about a literary character
- determine the selection of a specific hypothesis or definition
- brainstorm methods of approaching a particular problem

Four Corners is a powerful inclusion strategy that blends movement with content and thinking. It sets the stage for extended exploration of material and is adaptable to every subject area.
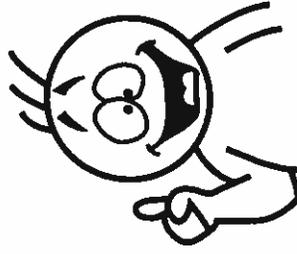
What's the BIG IDEA?

What do I need to KNOW?
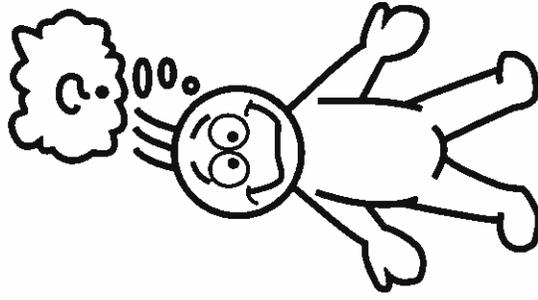
What do I need to UNDERSTAND?

What do I need to
BE ABLE TO DO?

Sample VIP (Visual Instruction Plan)
Answering Open Ended Questions

Step One: make sure you understand the question.

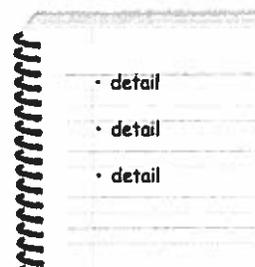Step Two: Look at the key words in the question.

Step Three: Think about the question and form an opinion.

Step Four: Answer the question using some of the words from the question.

Step Five: Support your answer with details from the text and your personal experience.

· detail

· detail

· detail

Step Six: Connect your details to the original question. Remember to show how they relate.

Your completed response should be four to five sentences in length.

Strategies that Support Learning and Engagement of Students with Special Needs During Instruction

All Student Response Techniques

Materials: individual whiteboards; colored sticky notes

Sources: teacher supply stores; office supply stores;
http://www.whiteboardsetc.com/default.htm

Description: All student response techniques keep students attentive and engaged with the lesson. Providing all students with a way to respond also helps teachers assess students' learning. There are a variety of ways to use all student response techniques:

- students indicate "thumbs up" if they understand directions or agree with a statement
- students record their answers on individual whiteboards and show them to the teacher
- students record their ideas or votes on sticky notes and place them as directed by the teacher
- students pair up with another student and share ideas (Pair Share) as the teacher circulates around the room listening to student conversations

Sideline Notes

Materials: sample handout, p. 43

Description: Students divide their notebook pages into sections that match the sections in their textbooks. Students read each chunk of text, then jot down important points, and add sketches or examples. Another option is for the teacher to create a handout divided into sections that match the organization of the textbook. Students read each chunk of text, then add sketches or examples.

Skeleton Notes

Materials: sample handout, pp. 45-47

Description: This is a two column note-taking strategy. The teacher identifies 3-4 key words and puts them in the column on the left. As students watch a video or read they add definitions, examples or drawings in the column on the right to illustrate each key word or concept. Another option is to provide some students with the key words _and_ definitions. As they listen to a video or read the text, they highlight key phrases and add their own examples and sketches.

Sketch Notes

Materials: handout, p. 49; or students fold an 8 ½ x 11 in paper into 8 rectangles

Description: Sketch Notes combine sketching with written notes to provide students with multiple ways to take in information and process it. It's ideal for visual learners and those who are challenged by writing. The small spaces permit only short notes and brief sketches, yet can still engage students in higher level thinking based on the questions teachers pose.

Application Projects

Description: One of the most powerful ways to enhance students' understanding of a process or concept is to immerse them in doing something with that process or concept. Providing students with opportunities to apply their knowledge through hands-on activities, kinesthetic experiences and simulations enhances students' working knowledge of subject matter and leads to a much greater understanding of the topic.

Sideline Notes

SCALE DRAWINGS
NOTES-BRAINPOP

As you watch the video, write the definition for each term. Add your own illustrations and examples.

TERM	ILLUSTRATION-EXAMPLE-DEFINITION
1. RATIO	
2. SCALE	
3. GRID	

Skeleton Notes – Example B

SCALE DRAWINGS
NOTES-BRAINPOP

As you watch the video, write the definition for each term. Add your own illustrations and examples.

TERM	ILLUSTRATION-EXAMPLE-DEFINITION
1. RATIO	A comparison of two quantities, often written as a fraction.
2. SCALE	The ratio of the distance between two points on the map or drawing to the actual distance.
3. GRID	A network of horizontal and perpendicular lines, uniformly spaced, for locating points on a map, chart or aerial photograph by means of a system of coordinates.

Created by Casey Edwards

BER
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Sketch Notes

Closing Activities that Solidify Learning of Students with Special Needs

Beach Ball Review

Materials: multi-color inflatable beach ball; permanent markers

Description: A different question or sentence starter is printed on each colored section of the beach ball. The ball is tossed to a student who catches it, reads what is written on the section that is face up, and responds to that question or prompt. Teachers vary what is written on the beach ball depending on the content area and topic of study. For example, literature sentence starters might include: My favorite part is…; In the beginning of the story…; I predict…; At the end of the book, I was surprised…; The author's style is…; This book reminds me of….

Baseball Review

Materials: review questions or math problems ranging from easy to difficult; a baseball diamond drawn on the whiteboard or overhead; individual whiteboards or paper; pencils, erasable markers

Description: Class is divided into two teams. Teams take turns selecting a question ranging from easy to difficult. Single base questions are the easiest; double, triple or home run questions become increasingly difficult. Both teams must try to solve the problem or answer the question. The team that selected the problem is the first to give their answer. If they are incorrect, the other team has a chance to steal. Each team must go around all the bases to score a point. So, if a team correctly answers a single base question, their marker would be placed on first base. They would need to answer a triple question correctly in order to score a point. The teacher can set a time limit or a scoring goal for each game.

Word Sort Wrap Up

Materials: index cards; vocabulary words

Description: An easy way to create vocabulary cards is to use a label template to create sheets of word labels. Students can then peel and stick the words on cards. The word cards can be used in a variety of ways: previewing a lesson, reinforcing concepts during a lesson, or wrapping up a class session. Have students create categories, show relationships and justify their way of organizing the cards. Manipulating word cards and using colored index cards are two ways to increase the learning power of this activity for tactile, visual learners.

Silly Story Technique

Description: This strategy helps students create mental pictures in order to remember a sequence of events or the steps in a process. Show students a list of 10-15 key nouns. Students create a silly story using the nouns in order. Once they have finished their stories, cover up the nouns and have students try to write down all of the nouns in the original order.

Shapes Lesson Closer

Materials: handout, p. 55

Description: Linking geometric shapes to artfully stated tasks gives students two different ways to process information. The shapes lesson closer can easily be used for a variety of lessons and topics, yet it also requires some sophisticated student thinking.

Curvy line

Materials: handout, p. 57

Description: The curvy line strategy is especially useful for sequencing ideas and showing the flow of a process. Students can use the curvy line handout or can create their own curvy lines, depending upon the concepts and material being studied. Students who need more space to write and draw can easily be accommodated by using larger sheets of paper. The combination of sketching, writing key words and following the curvy line is very helpful for visual and tactile learners.

Window pane

Materials: handout, p. 59

Description: The window pane is a graphic organizer that creates a framework for taking a deeper look at a topic or concept. The curtains and window panes provide spaces for students to write and sketch thoughts and descriptions or write questions. The windowsill provides a place to make a summary statement or make a connection. For example, after reading a story, students are asked to write the name of a character above each side of the window. They are to write characteristics of each character in the curtain on each side of the window. In the top window pane on each side, they are to describe how the two characters perceive one another. In the lower pane, students describe the accuracy of these perceptions. In the windowsill at the bottom, students write about how people's perceptions of each other influence how they act.

3-2-1 exit cards
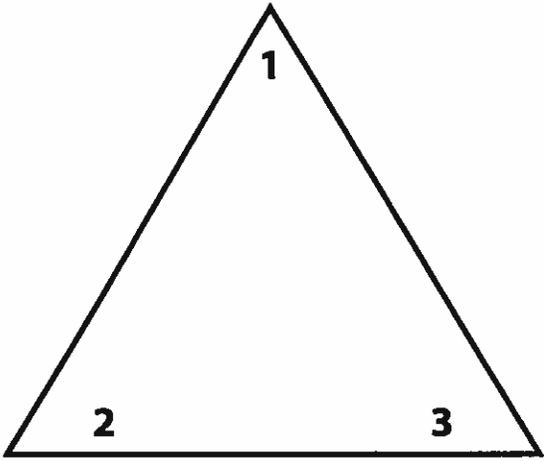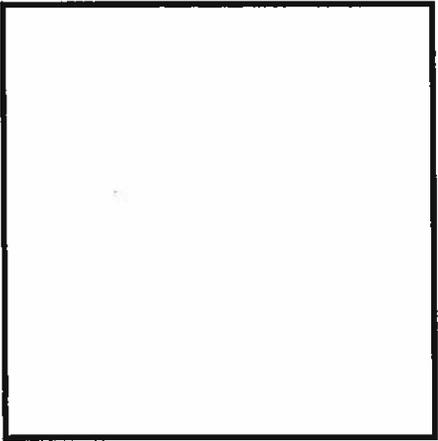
Materials: sample, p. 61

Description: Exit cards are basically a student's ticket out of class. Exit card tasks need to be brief and focused so that even though students complete them in the last few minutes of class, they still provide teachers with useful assessment information. The 3-2-1 format lends itself to a variety of topics and concepts. For example, at the end of a history class students can be asked to list 3 important points, 2 key events that occurred and 1 question they still need to have answered.
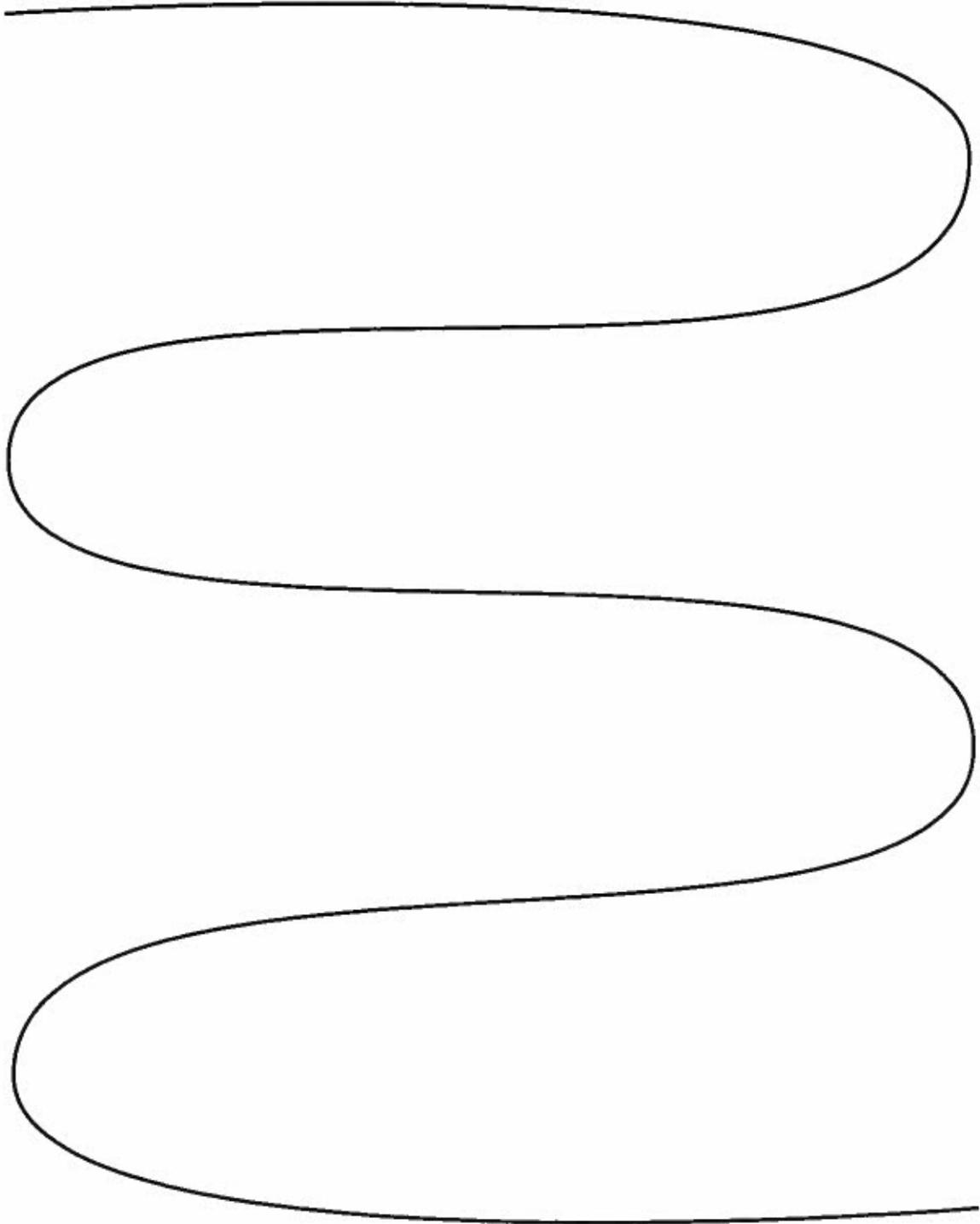
Exit card questions

Materials: sample, p. 63

Description: Teachers can create a generic exit card and have students fill it in at the end of class. It's always helpful to give students an opportunity to write authentic questions because students with special needs are often hesitant to ask questions in class.
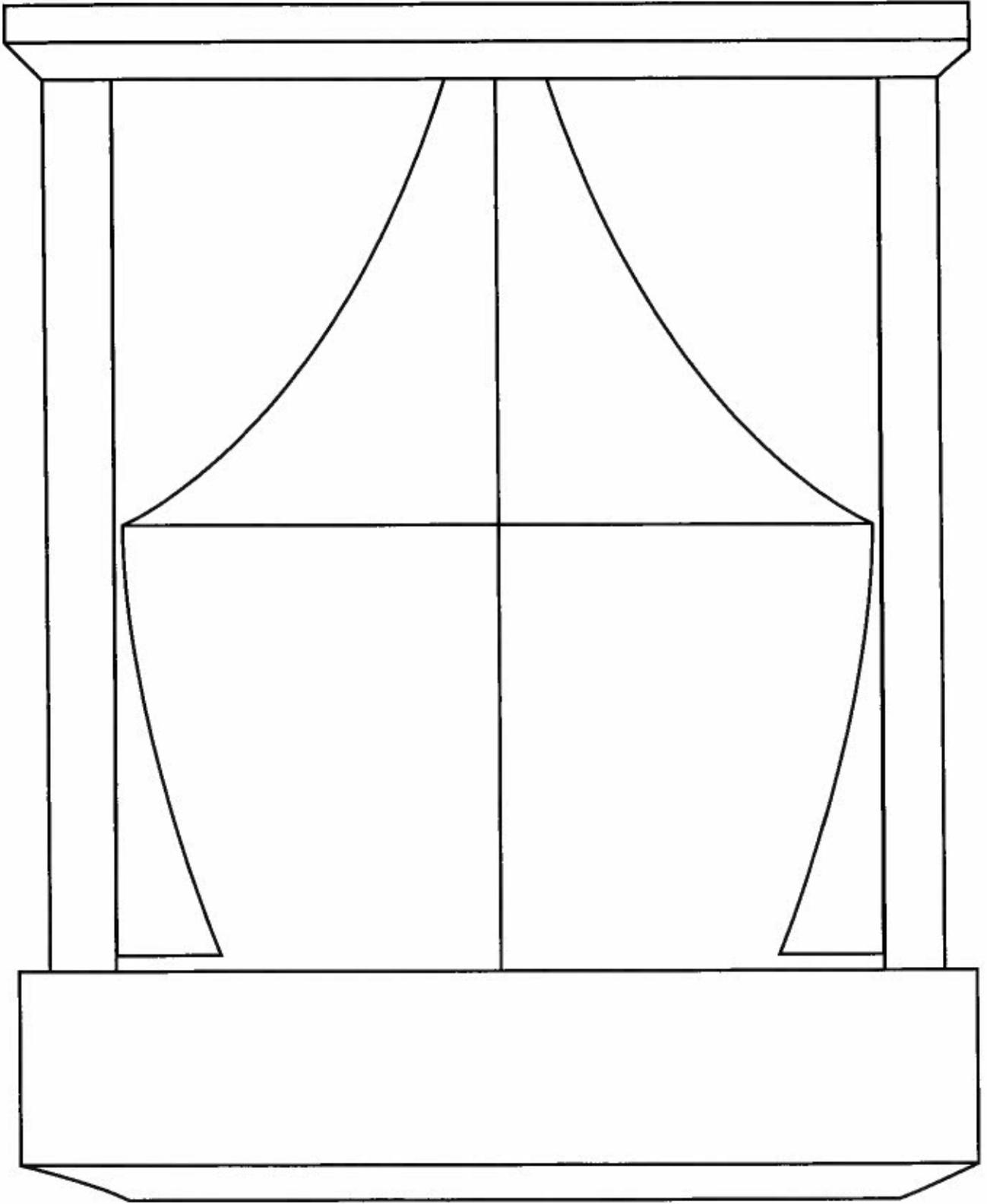
© Sue O'Connell

Lesson Closer

Three important points from today:

1
2   3

Ideas that are square with me:

Things I still need to think about:

Going around in my head is:
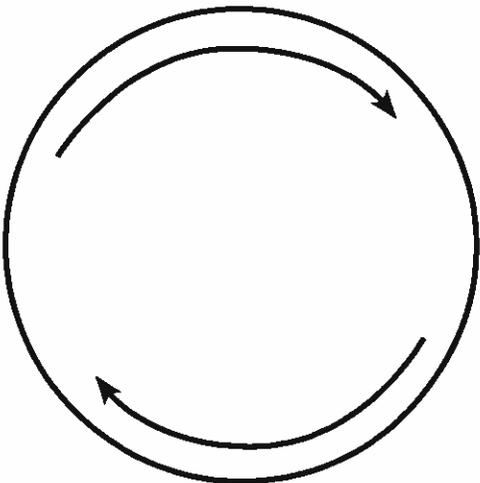
Sonya Heineman Kunkel © 2006

BER
Bureau of Education & Research

The Curvy Line

Window Pane

3 – 2 – 1

Name: _____   Date: _____

3 facts you learned about your research topic:

1.

2.

3.

2 things you learned about yourself during the I-Search project:

1.

2.

1 question you still have about your topic:

?

Created by Cathy Horton

Exit Card Sample B: Exit Questions

Today's lesson was about Framesets. Did you think that the explanation was clear on how to create a frameset in Dreamweaver?

Yes　　No　　Other

Comment: _____

Are you clear about the assignment and when it is due?

Yes　　No　　Other

Comment: _____

Do you have any questions about this process or the assignment?

Yes　　No

Comment: _____

_____

_____

Created by Jerry Crystal

✂ ···

Web Sites

www.microsoft.com/enable   Tools available within Microsoft (2000) based programs, such as a reader program

www.rfbd.org   Reading for the blind and dyslexic, ordering books on tape, signing up for services and materials

www.encyclopedia.com   Short articles may help with homework

www.itools.com   Reference tools such as dictionaries, translators, quotations, maps...

www.promo.net/pg/   Download and read hundreds of literary classics (Guttenberg Project)

www. Inspiration.com   Graphic organizer software

www.kidspiration.com   Graphic organizer software, for younger children and students with more complex disabilities

www.sparknotes.com   A source for abridged notes
www.pinkmonkey.com   A source for abridged notes

www.ku-crl.org   Check out the Strategic Instruction Model
www.cast.com   Adaptive software and hardware technology
www.help4teachers.com   Tiered lessons, various subjects by grade level
www.uni.edu/coe/inclusion/resources.html
   Resources for teachers, books, organizations, web sites and links

www.edc.org/FSC/NCIP   National Center to Improve Practice in Special Education

www.parentsplace.com   Parent resource center, lots of useful information

Other Resources

Reading

Pw Web Speak   www.prodworks.com
Translates web information into speech

textHELP   www.texthelp.com
Text to speech software, some free downloads

HELPRead   www.pixi.com/%7reader/index.htm
Links to classic works of literature

SCAN-A WORD   www.brighteye.com
A hand held scanner used to read and translate text

Keynote Gold Prods.   www.humanware.com
Text to speech conversion, adjustable rate, also has 6 language options

Portable reading pen   1-877-344-4040
Portable scanner pronounces words

Organization

The American Heritage Dictionary w/ Organizer, Alarm and Spell Check
Available in many discount stores

Ticklebox   888-4TICKLE
Like a pager, sends reminders to keep track of tasks....Can be used as a performance tracker and a reward system when linked w/ a computer

Watchminder   1-800-961-0023
Can be programmed as a reminder device for tasks or medication...can buzz in the middle of class with messages like "pay attention!"

Voice It Digital Recorder   www.voiceit.com
Recording ability that can interface with a computer, can edit messages (replaces old hand held tape recorder)

Inspiration   503-297-3004 or www.inspiration.com
A computer program, used for creating graphic organizers and brainstorming

Memory

Vocabulary Cartoons (Books): New Monic Books ISBN 0965242285/ ISBN 0965242277

Highlighting Tape   1-800-321-0401 (Crystal Springs)

Overhead tools   www.trainerswarehouse.com

Dry Erase Boards   www.dryerase.com

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Resources

TECHNOLOGY RESOURCES USED IN THIS VIDEO

Interactive whiteboards are excellent tools for instruction and practice activities. InfoComm International provides a comprehensive resource list of product providers. Go to http://www.infocomm.org. Click on the quick links to view products and vendor information for your area.

RELATED BER PD RESOURCE KITS

Making Inclusion More Successful
Practical Behavior Management Strategies for the Classroom, Grades K-6
Featuring Anne Beninghof

This video training program demonstrates a collection of practical, effective strategies that positively impact student behavior in general education inclusion classrooms.

Making Inclusion More Successful
Practical Classroom Learning Strategies, Grades K-6
Featuring Anne Beninghof

Viewers will see a variety of simple, effective strategies and techniques that reflect sound learning theory and current knowledge about children's varying learning needs. Classroom teachers are the target audience for the video.

Using Co-Teaching to Increase Learning for All Students, Grades 6-12
   Part I: Easy-to-Implement Strategies in Inclusive Classrooms
   Part II: Strategies that Maximize the Instructional Impact in Inclusive Classrooms
Featuring Sonya Heineman Kunkel

This two-part video training program takes viewers inside secondary inclusion classrooms where special education and general education teachers are working together to improve the performance of all their students, especially students with disabilities. Viewers will observe co-teachers as they plan lessons, provide instruction and support, and assess student understanding and progress.

Co-Teaching in Inclusive Classrooms, Grades K-6
   Part I: Effective Whole Group Structures and Strategies
   Part II: Effective Small group Structures and Strategies
Featuring Anne Beninghof

This two-part video program demonstrates a variety of co-teaching models that are highly effective in grade K-6 general education classrooms. In addition, viewers will see a wealth of instructional strategies ideal for strengthening student engagement and achievement in inclusive settings.