

Special Needs

Accommodations and Supports

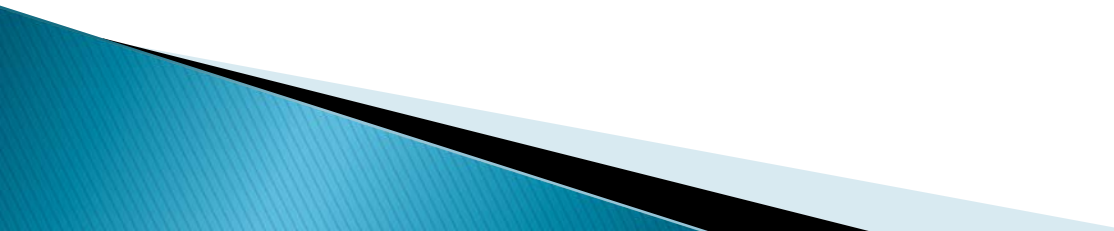
Universal Design

UD—is an approach that attempts to support students with disabilities by offering strategies to benefit all.

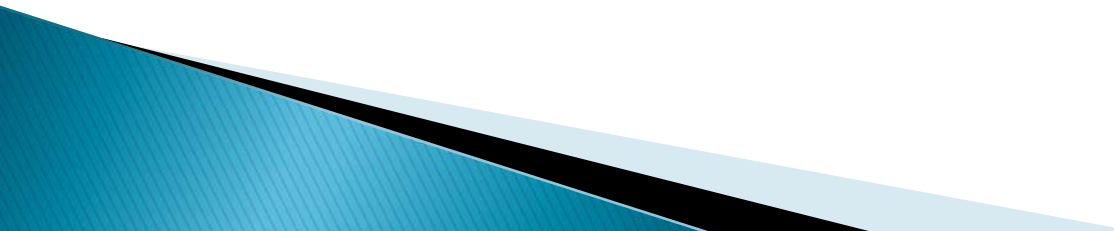
Universal Strategies

- Include a statement in your syllabus inviting students to talk with you about their disability related issues.


Universal Design Strategies

- ▶ Clearly and early in a course define course requirements, announce the dates of exams, and tell students when assignments are due. Try to avoid last minute changes.
 - ▶ When teaching a lesson, state objectives, review previous lessons, and summarize periodically.
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Universal Design Strategies

- Provide printed materials early to allow students sufficient time to read and comprehend the material. It also allows students to utilize technology.
 - Use multi-modal methods to present classroom material, in order to address a variety of learning styles and strengths (e.g., auditory, visual, kinesthetic).
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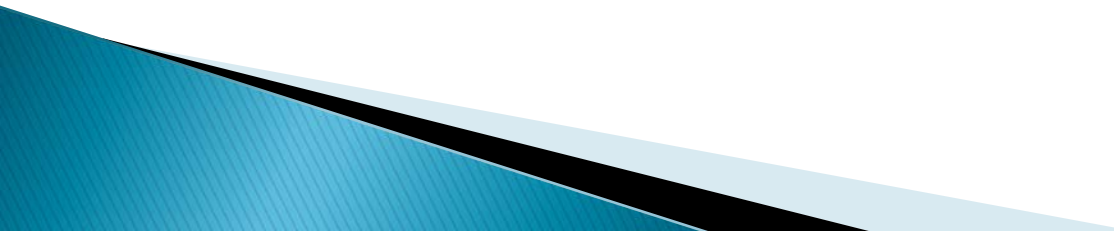
Universal Design Strategies

- Use more than one way to demonstrate or explain information.
 - Read aloud what you write on the board or present on an overhead visual.
 - Keep instructions brief and uncomplicated. Repeat them word-for-word.
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Universal Design Strategies

- Allow time for clarification of directions and essential information.
- Use captioned videos and know how to turn on the captioning feature.
 - Helps some students with learning disabilities and those for whom English is a second language. Allow them to view multiple times.

Universal Design Strategies

- Provide study guides or review sheets.
 - Have multiple methods for course assessment; exam, project, group work, video, or oral.
 - Stress organization and ideas rather than mechanics when grading in-class writing assignments and assessments.
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Helping the LD Learner

➤ Arrange peer note-takers from the class or provide a copy/outline.

▶ **Overview**
▶ Triple Alliance-

▶ Triple Entente-

▶ **Stalemate**
▶ Neither side

▶ **1914**
▶ August 26-30 German army

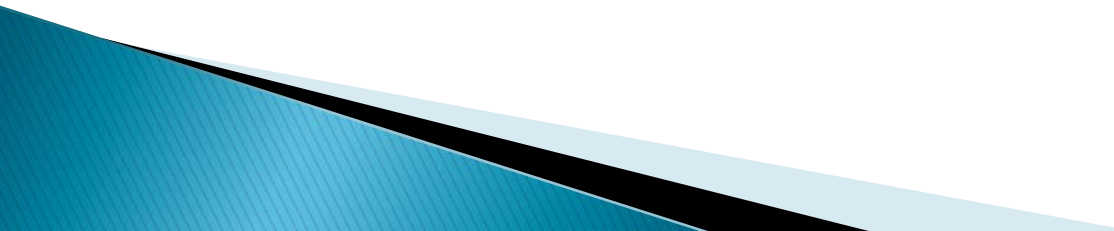
▶ **Tanks**
▶ Brits
▶ Used one

▶ Amiens, August 1918

▶ **Submarines**
▶ Sinking of ships

▶

Helping the LD Learner

- Allow the student to tape record lectures or take pics of powerpoints.
 - Provide assistance with proofreading written work.
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Helping the LD Learner

- ▶ Break the larger assignments into smaller components with opportunities for draft feedback.
 - ▶ Example-Research
 - Choose topic-share with instructor
 - Find 3 sources-share w/ instructor
 - Develop an introduction-share w/ instructor
 - Create 1 body paragraph-share and repeat
 - Peer edit
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Helping the LD Learner

- Reduce number of items per page or line and provide a word bank.

Name: _____ Class: _____ Date: _____ ID: A

Chpt 11 Promoting Children's Safety

Matching

Match the following terms and identifying phrases.

- a. emetic
- b. emotional abuse
- c. limits
- d. neglect
- e. privacy law
- f. sexual abuse
- g. statute

- ___ 1. Substance that induces vomiting.
- ___ 2. Formal document outlining the law.
- ___ 3. Not giving children the basic needs of life.
- ___ 4. Harming a child's self-concept.
- ___ 5. Includes fondling and indecent exposure.
- ___ 6. May sometimes be called *rules*.

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- ___ 7. When it comes to toy safety, important teacher responsibilities include _____.
 - a. selecting safe toys
 - b. supervising children as they use toys
 - c. All the above.
- ___ 8. When checking a fire extinguisher for problems, you should report all of the following conditions *except* _____.
 - a. dents, leaks, and rust
 - b. a blocked nozzle
 - c. an intact pin and tamper seal
- ___ 9. Whom should you call first if you suspect a child has eaten a poison?
 - a. The child's parents.
 - b. The child's doctor.
 - c. The poison control center.
- ___ 10. *Liabile* means _____.
 - a. being in charge
 - b. having a responsibility that is upheld by the law

Accommodations Worksheet

Use this form to “check” any accommodations you feel might be helpful for you.

In the classroom I might need:

More visual instruction (pictures, video, charts, etc.).

Examples and demonstrations of what I should do.

An overview of the lesson before beginning.

Seating away from distractions, maybe up front.

Tape recorded lectures.

Borrowed notes.

An outline listing key points and concepts.

Hands-on experiences.

Verbal description of pictures and charts.

Extra time to look and think.

Repetition and clarification of verbal instruction.

Not to be “put on the spot” to answer in class.

Frequent breaks to move around.

Other: _____

Other: _____

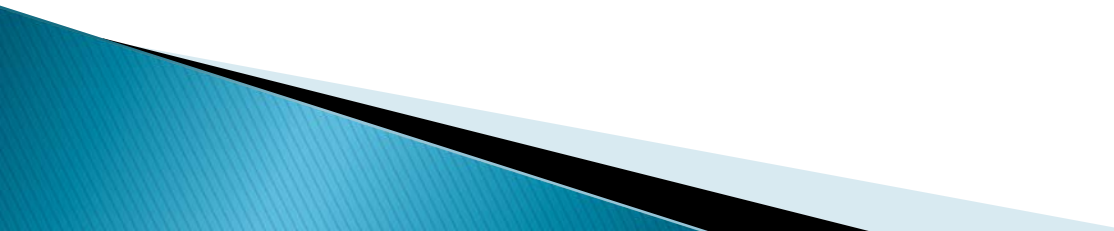
Other: _____

Other: _____

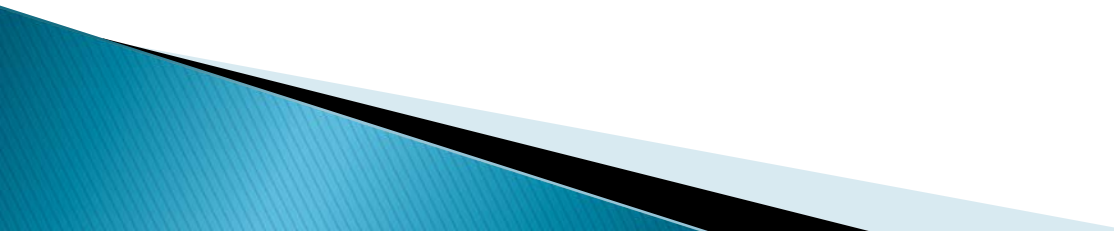
For tests I might need:

- Practice test questions to prepare.
- Extra time during testing.
- Testing in a separate/quiet place.
- Someone to read the questions for me (or on tape).
- Allow project instead of a test.
- Don't use computer-scored answer sheets.
- Clarification of test questions as appropriate.
- Key words or phrases highlighted.
- Grade written answers on content, not spelling.
- To answer essay questions on tape.
- Visual clues (pictures, charts, etc.) to provide context.
- Open book or take-home tests.
- Use of a calculator.
- Someone to record my answers.
- Retake or self-correct tests for a better grade.
- Use typed, not handwritten test materials.
- Divide tests into small parts.
- Other: _____
- Other: _____

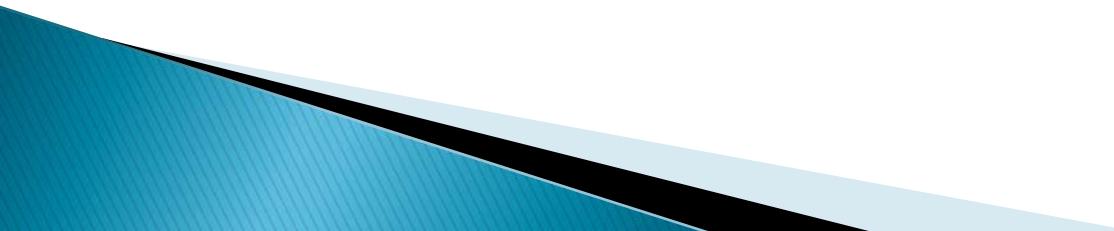
Tips for Working with the ED student

- ▶ Talk less. Teachers who talk less when dealing with a problem student can diffuse the situation quicker and it will not provide the opportunity for a prolonged argument.
 - ▶ Avoid comments that encompass the whole class. If the whole class is being disruptive avoid stating that because it may increase negative behaviors and create a united front of disobedience towards you.
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Tips for Working with the ED student

- ▶ Proximity and quiet re-direction. Getting closer to the kids and quietly re-directing them allows the student the opportunity to save face. Be careful on how proximity is used. It should be done instead of speaking from across the room, but should not be infringing on personal space.
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Tips for Working with the ED student

- ▶ Break from class. If a student is becoming disruptive give them the opportunity to step out for a drink or use the restroom and convey to them that this break is to help them refocus.
 - ▶ Breathe. Take time to take a few deep breathes when being challenged by disruptive students.
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Tips for Working with the ED student

- ▶ Encouragement and lots of it. Encourage for even the smallest accomplishments.
 - ▶ Relationships—take time at the beginning of the year to create relationships. It may be time consuming on the front end, but pays off in the long run.
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