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It is a teacher's responsibility to accommodate and meet the needs of their students in order to allow their students to grow, learn, and progress effectively. In order to accommodate for this class of 27 diverse students, I must create diverse lesson plans and an accepting classroom environment that will allow these students to succeed. If I do this successfully then I can successfully meet the standards of the **NCLB act of 2001**, which ensures that each child will meet the standards of the educational system. I will also meet the standards of **IDEA 2004** which allows students to experience free and appropriate education. Each child deserves high quality teaching, especially if they are qualified to be categorized under one of the thirteen official categories of disabilities under IDEA. These thirteen categories refer to **exceptional children** who require special attention and accommodations in order to allow them to succeed throughout their educational career. Exceptional children include those who are gifted and talented, at-risk for school failure, autistic, have emotional and/or behavioral disorders, are culturally and linguistically diverse, have a speech and language impairment, have ADD or ADHD, or those who have a low-incidence disability. Each of these children deserves to experience appropriate **inclusion** within the classroom which refers to meaningful interaction and participation with their peers, the teacher, and the content.

In order to successfully prepare each of these 27 students to pass their exams, I must incorporate **Universal Design for Learning (UDL)** within my classroom. UDL allows me to design a curriculum that will provide equal learning opportunities for each of my students because of its variety and flexibility. I will have the ability to design goals, methods, assessments, and materials that will effectively meet the needs of each of my students. UDL will also allow me to consider each of the networks of the brain and make accommodations using each of these networks in my lessons. First, there is the **recognition network** which refers to the "what" of the brain. I can successfully accommodate for this area of the brain through **multiple means of representation** such as customizing the display of information or illustrating key concepts non-linguistically. Next, there is the **strategic network** which refers to the "how" of the brain. I can effectively accommodate for this area of the brain through **multiple means of action and engagement**. Some examples of how I can provide multiple means of action and engagement is to provide varied ways to respond to the material or provide ways in which the students can scaffold the material. The third area of the brain is referred to as the **affective network** or "why" of the brain. Varying levels of challenge and support in the classroom as well as increasing individual choice of the material that my students will work with are two ways in which I can provide **multiple means of engagement** within my classroom.

The use of UDL will allow me to use **effective planning** which I am creating lesson plans. I will be able to more easily create a lesson plan that will meet the needs of each of my 27 students as I clearly go through and define each step of my lesson plan and the accommodations that I can make. I will also be able to take **Gardner's Multiple Intelligences** into consideration as I plan a lesson that meets each individual's most effective way of learning. I also need to include times in which my students can use **metacognition** in order to allow them to think about their learning and thinking styles as well as self-evaluate. For instance, I can produce an **anticipatory set** that appropriately gets the attention of my

students by activating background knowledge in which students think about what they already know. Each of my 27 students will benefit from review material that was covered in the previous day's class or material they should already be familiar with. In order to effectively **introduce and model new information**, I may want to establish a classroom discussion in which I write the students' responses on the board. Each student will benefit from **cooperative learning** because the students are directing the discussion in which they are able to express what they know through verbal responses as well as see the information displayed visually. Next, I can include **guided practice** within my lesson. During this part of the lesson, it may be beneficial for my students if I demonstrate and model new knowledge through verbal and non-verbal actions. This will enable students who struggle with understanding speech to have the opportunity to visually see the actions demonstrated raising their confidence level. Through my effective planning, I may wish to include individual choice within my **independent practice** as well as my **assessments** which ultimately help me determine what each child is understanding as well as what they are struggling with. I may wish to create assignments that will appropriately challenge each of my students' different levels of proficiency. This way they can each experience success and work with material that they need particular practice with. Finally, I need to review and highlight key concepts at the end of the lesson which is referred to as the **wrap up**. I can ask students questions individually as well as a group in order to ensure that they understood the main objective of the lesson.

Another way in which I can ensure that each student experiences success on the exams is through the implementation of **Response to Intervention** (RTI). If I effectively use RTI in my classroom then I will be able to provide my students with high quality instruction and intervention. This will enable me to work with struggling learners at an early stage of their learning process and I will be able to make appropriate instructional accommodations. RTI is a team-based process that requires me to meet with the other **RTI team members** such as speech therapists, reaching teachers, the principal, special education teachers, and the school psychologist. This would benefit me as a teacher because I can receive advice from the RTI team as well as design a plan with them that will work for each student individually. As we meet, we will analyze the **types of data that I have collected** from my students which would include behavioral logs (collected data of behavior), report cards, standardized test results, classroom work samples (homework, writing assignments, etc.), and others. As we look over this data, we will be able to discuss which of the **3 tiers of intervention** the student belongs in. Tier I includes students of the general education population and about 80-90% of students respond well to this tier as it includes the core instructional program. Tier II is the targeted tier in which students may need to work in smaller group settings. Tier III is an intensive intervention that may require individualized attention. Moving past this tier makes students eligible for specialized services. As we meet as a team, it is important that we discuss the importance of **Least Restrictive Environment**. This requires that we establish an intervention and establish an environment in which the student can most successfully learn and succeed, while also feeling a sense of challenge. I may also wish to use some of these team members to discuss the **IEP's** which some of my students have. As a team, we have the ability to construct an individualized plan in which students, parents, and team members set goals and objectives in which they hope the student to accomplish throughout the school year. We may also wish to discuss the **etiology** or cause of the disabilities in order to allow us to effectively treat and accommodate for the disabilities that these students have.

It is extremely important for me as a teacher to evaluate specific academic and behavioral accommodations that I can make for each of these students. **Academic accommodations** would require me to provide items such as visuals and non-verbal demonstrations for my students in order to effectively allow them to understand and comprehend the academic material. I may also include a variety of activities in order to allow students to learn the material in different ways such as using oral and written assignments as well as group and individual work. **Behavioral accommodations**, on the other hand, require that I monitor the students' behavior and feelings. This may require me to make direct eye contact with students or facilitate role playing activities in which the students practice with different behaviors. I may need to make specific seating arrangements and arrange the classroom in order to facilitate appropriate behavior. As I make accommodations, I need to consider both high incidence and low incidence disabilities because these will greatly affect the way I construct my lessons and the material students will work with. **High incidence disabilities** include disabilities that are extremely common such as LD, speech and language impairment, and OHI. I must always plan on having students with these disabilities within my classroom. **Low incidence disabilities**, on the other hand, will force me to make much greater accommodations. These disabilities are uncommon and may not be present in my classroom very frequently. These disabilities include things such as visual and hearing impairments as well as TBI.

As I combine all of these elements when I work with these exceptional children, I will have the ability to provide high quality instruction as well as a successful curriculum. Each student will have the opportunity to have their needs met. Each student deserves to experience success and it is my duty as a teacher to ensure that these students succeed in my classroom.