



(Sophomore Pre-Education Major, Hawaii)

Mahinalani Barrows

SPED 200 Final

December 16, 2010

Final

As a new 6th grade teacher, I will definitely have a humungous task ahead of me in preparing all these wonderful diverse students. It is by law that I leave no child behind (*according to NCLB 2001*) and my job as a teacher to help all my students learn and succeed. In order to properly prepare them for this upcoming school year, I will first approach this task by using a Universal Design for Learning approach so that all my students have an equal opportunity to learn. Because there are so many students with different needs, interests and disabilities, I will begin by activating the recognition networks of their brain by providing multiple means of representation. In other words I will provide different options for perception, language and symbols and for comprehension. Some ways I will approach this is by providing visuals, ways to define vocabulary or symbols, activate their back ground knowledge and more throughout my lesson so that my students can better learn and understand the information and can connect the dots.

Another important aspect to reach all students is to have them use the strategic and affective network portions of their brain by providing multiple means of action and expression and multiple means of engagement. In other words to provide different options for physical action, expressive skills and fluency, and executive functions to help students learn. Some example of this are allowing students to respond in many ways, have different media for communication, ways to help guide effective goal-setting as well as manage information and more. I will also provide different options for recruiting student's interests, sustaining effort and persistence and for self-regulation. According to Gardner's theory of multiple intelligence, students learn in so many ways. By using UDL, all 27 of my students can learn because it allows me to incorporate all the different intelligences (*linguistic, logical-mathematical, visual spatial, musical, bodily kinesthetic, interpersonal, intrapersonal, naturalistic*) to be used in my lesson so that students can learn according to their own learning preferences and helps my exceptional students to remain included and involved in the lesson.

For my seven students who English is their second language, some of the academic accommodations I will provide so that they succeed this school year is to learn more about their different cultures and display pictures and objects of their various cultures throughout my lesson. When teaching new material, I will be sure to explain, describe and use visuals to help my diverse students to also learn and understand what is being taught. I will recruit people who can tutor students in their first language. Provide books written in the various

languages in classrooms and the school library. I will create units of work that incorporate other languages in addition to the school language.

For my students who have high incident disabilities like LD, ED/BD and speech and language difficulties (according to the IDEA of 2004), I will look at their Individualized Education Plan and look at the etiology of their disability so that I may be able to learn more about them and find proper ways to help accommodate their needs. Some academic and behavior accommodations I can provide for my students with ADHD and Aspergers, is to post clear rules, schedules, and assignments. Help student channel their energy by giving them classroom tasks to do. Also have consistent routines and schedules and let my students know ahead of time if a change in routine will occur. Give directions step-by- step, verbally and visually. For those who have Learning disabilities, some things I will do is break tasks into smaller steps, give directions verbally and in writing as well as provide the student more time to finish schoolwork or take tests. I will be sure to help these students in every way I can so that they can learn in as least a restrictive environment as possible. For those who have low incident disabilities such as visual and hearing, some of the accommodations I can do is provide large print materials, books on tape, appropriate lighting for the class, arrange their seats so that they can sit closer to the board and myself, as well as speak slowly and clearly.

For my gifted and talented students, I will accommodate them by having other material ready for them to work on in case they finish early that will challenge and interest them and keep them learning. I will design assignments or projects that go above and beyond what is covered in the regular classroom so that they don't lose interest and become bored as well as provide opportunities for them to do some independent as well as cooperative learning.

As for my students who are at risk and struggling academically in reading and math, I can use RTI as an early intervention to prevent any long-term academic failure for these students. To help students with their needs, an RTI team consisting of the principal, any therapists, parents as well as myself will design an intervention plan to assess their progress. We will collect data from students report cards, standardized tests etc. to help them see how the student is doing and where they are struggling so that we can design an intervention plan. We will use a three tier model to help those students. Tier I is a general screening and group intervention that usually represent the core of instructional programs. Tier II is the next stage students go to if they did not make adequate progress. In this Tier, we will provide more targeted services and interventions, in small group settings as well as in the general classroom that will help struggling students. Tier III will be for students who do not adequately respond to the targeted services and interventions in Tier II. In this stage, more intensive interventions are provided in small groups or individually for one on one help that targets the problem. If however Tier III proves to be ineffective for helping that struggling student, then they will e recommended receiving specialized services for special education.

If however students are struggling due to other personal reasons, some of the things I can do is have a conversation with them and talk to students or have counselors to help provide assistance. I will be caring, yet hold all students to high educational standards and communicate the belief that all students can succeed.

As a new teacher, it is my job to make sure that I teach and plan effectively so that all my students can learn. I can do this by planning my lessons ahead of time and being prepared. In order to plan effectively, I must start off my lessons with an anticipatory set, something to hook students in that will connect their prior knowledge to the new information that will be learned. Next I will introduce what students will be learning, and explain clearly and in detail the new information as well as define all new vocabulary. I must be aware of my diverse students as well and relate new material to things they are also familiar with, and not assume that they already know what something is. After this process, I will provide guided practice so that student may be able to practice what is being taught as a class with my help so that I may be able to guide them throughout their learning. After that I will provide independent practice so that student will have a chance to perform the task on their own. I will wrap up all my lessons by reviewing what has been taught and have some form of assessment

to test their knowledge and assess where students are at. I can also use informal assessments throughout my lesson to make sure that students are following along and understanding what is being taught.

By providing accommodations, plan accordingly and use UDL format for my lesson to fit the needs of all my students, I can effectively teach all my diverse and exceptional students. With this I know that all my students will be able to succeed this academic year.