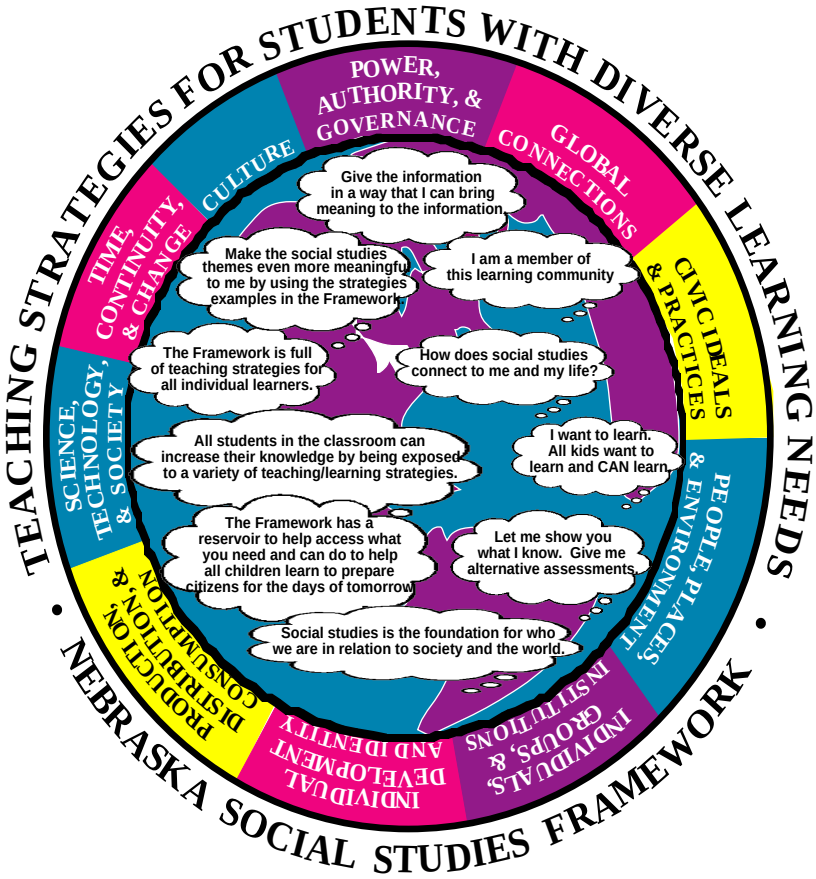
Teaching Strategies for Students with Diverse Learning Needs



Kindergarten through Grade 12

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August, 1996

Dear Colleagues:

The Nebraska Department of Education's commitment to the principles of the High Performance Learning Model is demonstrated through the statewide dissemination of curriculum frameworks. Frameworks are voluntary guidelines to be used to assist and support the development and refinement of curriculum at the local level.

This framework, *Teaching Strategies for Students with Diverse Learning Needs*, suggests strategies teachers may use to address the diverse needs of students in their classrooms. This framework encourages classroom teachers, special educators, and consultants to work together to further develop local support systems for students with specialized learning requirements.

Educators from across the state have compiled strategies to provide classroom teachers with additional tools to enable them to address the diverse learning needs of their students within the context of the Nebraska K-12 Social Studies Framework. These strategies are not to be considered complete, but are intended to provide a "scaffolding" around which classroom teachers, special educators, and other specialists can plan for addressing diverse learning needs.

While the following material uses the Nebraska K-12 Social Studies Framework specifically, the adaptations and suggestions can be applied to other curricular areas, especially as we work toward integrated approaches to instruction.

It is our hope that the suggestions contained in this framework will provide social studies teachers and other educators with resources, guidance, and support to enrich the learning for all Nebraska students.

Sincerely,

DOUGLAS D. CHRISTENSEN, Ph.D.
Commissioner of Education

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Dear Colleagues:

The following pages represent the work of educators from across the state who have collaborated on developing teaching strategies to meet diverse learning needs of students in regular social studies classroom settings. Their work has been supported by the Nebraska Department of Education and is based on:

- the guiding belief of the Department to assist in building the capacities of schools to provide quality teaching and learning environments for all learners.
- the recent legislation related to special education in Nebraska which calls for closer alignment of general and special education goals while reducing the differentiation between special education and regular education.
- the development and dissemination of the curriculum frameworks which is encouraging greater consistency of educational goals among districts as they refine and develop local curriculum.
- research which indicates the vast majority of students with diverse learning needs spend the majority of their time in a general classroom setting. This includes the high ability learner and students with disabilities.

These initiatives encourage greater collaboration among educators, at both the state and local levels, to better meet the diverse learning needs of students in the general education classroom setting. Continued staff development will further the efforts of teams and individuals as they refine strategies for diverse learners.

The following booklet is the result of a partnership within the Department of Education. We hope the material is useful to you as you work locally implementing effective programs for students. We look forward to furthering partnerships with educators as they address these issues.

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Introduction

Most diverse learning needs can be met in the general classroom when two guidelines are kept in mind by the classroom teacher: (1) Student performance is the result of interaction between the student and the instructional environment and (2) teachers can reasonably accommodate most student needs after analyzing student learning needs and the demands of the instructional environment. In fact, the adaptations made for a specific student's learning needs may be beneficial to many other students in the same classroom. Adaptations are simply good teaching techniques put to use.

Marilyn Friend of Indiana University suggests a seven step approach to considering adaptations to meet diverse learning needs in a strategy she calls *INCLUDE*. They are:

STEP 1: *I*dentify classroom environmental, curricular, and instructional demands.

STEP 2: *N*ote student strengths and needs.

STEP 3: *C*heck for potential areas of student success.

STEP 4: *L*ook for potential problem areas.

STEP 5: *U*se information gathered to brainstorm instructional adaptations.

STEP 6: *D*ecide which adaptations to implement.

STEP 7: *E*valuate student progress.

A distinction should be made that an adaptation assumes that the anticipated student outcome from the lesson is not changed or altered. Changing the lesson's intended outcome, to meet specific student needs, results in a modification in the lesson not an adaptation in the teaching of the lesson.

Adaptations should be kept simple. Some may require the added support of special education teachers or gifted coordinators to enhance the lesson. Many can encourage the direction for further team or individual staff development.

The first section suggests a variety of classroom strategies to meet diverse learning needs. A section that briefly defines some terminology follows. The third section contains sample activities employing some selected strategies within the themes of the K-12 Social Studies Framework. The final section is a list of resources and references provided by the writing teams.

Foreword

In June of 1996, representative special educators, gifted coordinators, staff developers, and social studies teachers from across Nebraska met to launch efforts to begin compiling teaching techniques for classroom teachers using the Nebraska K-12 Social Studies Framework.

The material included in the following pages represents the results of three days of intensive collaboration of teachers suggesting materials for teachers to better meet diverse academic needs in a regular classroom setting.

In the spirit of the Framework, these suggested strategies and activities are voluntary and should be considered as only a beginning. They are a logical extension of the Framework in that these strategies, activities, and resources expand the classroom teacher's tools for improving and enhancing social studies instructions to a wider audience of students.

On the following pages, you will find suggested teaching strategies, sample classroom activities utilizing many of the strategies, reference and resource materials, and training and staff development resources. These are samplings and examples of what teachers can use effectively to the benefit of all students in their classrooms. These suggestions:

- encourage increased partnerships with specialists, regular classroom teachers, and staff developers toward better meeting academic diversity in the regular classroom setting.
- increase awareness of specialized student learning needs.
- expand classroom teachers ability to meet student needs in a time of more limited resources.
- encourage teachers to consider further training in specific strategies and techniques.

The teams of teachers approached their work with the belief that, with the necessary supports and accommodations in place, nearly **ALL** students can benefit from the strategies and suggestions included in this document. They did not operate from the belief system that **ALL** students must be in the regular classroom **ALL** the time. Individual needs demand a wide array of program options and services be available.

The enclosed material can be used effectively on a short-term basis to vary classroom activities to the benefit of a wide range of students. They are to be considered idea generators for the classroom teacher. More importantly, the usefulness of these activities is best enhanced when the classroom teacher partners with his or her building specialists–special educators, gifted coordinators, ESL teachers, etc.

Further training in many of the strategies suggested in these pages would be beneficial. Staff development of teams of teachers by individual districts is encouraged.

The individual classroom teacher remains the most effective variable to influence the performance of students. The Framework, teaching strategies, sample classroom activities, and resource lists are only more tools to help teachers help their students develop skills for learning and understanding.

We are indebted to the efforts of the teams of educators who compiled these materials. We invite you to read through these materials, talk with other teachers, and seek the assistance of your district's specialists to utilize these strategies and activities with the Nebraska K-12 Social Studies Framework.

Acknowledgements

Recognition and appreciation are extended to the many teachers, administrators, curriculum supervisors, professional organizations, and the Nebraska Department of Education who have provided valuable contributions to the creation of the *Teaching Strategies for Students with Diverse Learning Needs*.

Special thanks are extended to Geographic Educators of Nebraska (GEON), Nebraska State Council for the Social Studies, Law Related Education/Nebraska State Bar Association, and the Nebraska Department of Education for their financial support of this project.

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General Classroom Tips for Meeting Diverse Learning Needs

(Selecting and using some of these approaches on occasion can add variety to your teaching and assist learners toward mastering the concepts of a lesson.)

- Relate class to personal real life skills and experiences.
- Limit expectations to two or three concepts per unit.
- Evaluate projects rather than doing traditional testing.
- Concentrate on student strengths and bring those strengths into the lesson.
- Use concise written and oral directions (spoken, written, and oral).
- Use short answers rather than long essay.
- Create small group activities
- Provide lecture outlines. Pre-teach concept vocabulary, draw pictures, use concept mapping, webbing, organizers, simplify vocabulary.
- Be aware of academic levels so that reading, vocabulary, and problems can be addressed.
- Model assignment expectations, show an example of the product.
- Use multiple intelligences approaches to teaching the same lesson.

Some Adaptations to Meet Students Needs in Specific Skill Areas

(These suggestions may be useful with more specific kinds of learning needs, but are beneficial to many other students in the same classroom.)

When your student experiences difficulty with *reading*...

- allow partner reading.
- use peer tutoring.
- use taped materials (text or study guides).
- use videos with advanced organizer.
- use computer games, e.g., Oregon Trail, Carmen San Diego.
- allow students to quietly read aloud (sub-vocalization).
- teach self-questioning.
- paraphrase key points and have students paraphrase.
- summarize key points and have students summarize.
- use graphic organizers.
- sequence key points.
- identify main ideas.
- identify 5 W's–who, what, when, where, why.
- allow highlighting of texts, passages, key words, or concepts.
- preview units, chapters, etc.
- use visual imagery.
- use prereading and post reading activities to pre-teach or reinforce main ideas.
- explain idioms that appear in reading passages.
- allow silent prereading
- use preparatory set–talk through what a reading passage is about using new vocabulary and concepts.

When your student experiences difficulty with *writing*...

- dictate ideas to peers.
- shorten writing assignments.
- require lists instead of sentences.
- use Post-It notes for organization.
- provide note takers.

- allow student to use a tape recorder to dictate writing.
- allow computer for outlining, word-processing, spelling and grammar check.
- provide fill-in-the-blank form for note taking.
- allow visual representation of ideas.
- allow collaborative writing.
- provide a structure for the writing.
- provide model of writing.
- allow use of flow chart for writing ideas before the student writes.
- narrow the choice of topics.
- grade on the basis of content, do not penalize for errors in mechanics and grammar.
- use of different writing utensils and paper.
- allow choices of manuscript, cursive, keyboarding.
- allow different position of writing paper and/or surface.

When your student experiences difficulty with *speaking*...

- give sentence starters.
- use visuals.
- use graphic organizers to organize ideas and relationships.
- allow extra response time for processing.
- say student's name, then state question.
- use cues and prompts to help student know when to speak.
- use partners.
- phrase questions with choices embedded in them.
- use choral reading or speaking.
- use rhythm or music.
- allow practice opportunities for speaking.

When your student experiences difficulty with *attending*...

- use preferential seating.
- use proximity to measure on task behavior.
- build-in opportunities for movement within a lesson.
- use self-monitoring strategies.
- provide a structure for organization.
- help the student set and monitor personal goals.
- provide alternative work area.
- decrease distractions.
- use active learning to increase opportunities for student participation.
- provide opportunities to change tasks or activities more frequently.
- have small, frequent tasks.
- provide reminder cues or prompts.
- use private signal to cue appropriate behavior for more difficult times.
- teach skills of independence, i.e., paying attention.
- provide definite purpose and expectations especially during unstructured activities.
- prepare the learner for changes in routine.
- use computer.
- use graphic organizers.
- reduce assignment length.

When your student experiences difficulty with *hearing…*

- provide preferential seating.
- use visual cues (overheads, drawings, maps, demonstrations, visual samples of new vocabulary).
- face student directly when speaking.
- emphasize key points (don't "information overload").
- repeat or rephrase what other students say (often hearing what other students say is difficult for hearing impaired students).
- highlight texts/study guides.
- provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- use peer tutoring.
- use study sheets to organize information.
- pre-teach vocabulary.
- use captioned videos, films, etc.
- show videos, etc. before presenting information to provide a knowledge base for students.
- use alternative testing methods.
- minimize background noise.
- simplify vocabulary.
- use pre-printed outlines of material.

When your student experiences difficulty with *seeing…*

- describe what you are doing.
- provide preferential seating.
- provide material in large or braille print.
- use "books on tape."
- be aware of lighting requirements.
- use black on white printed handouts.
- use tactual materials (contact a vision consultant for assistance with designing those) to represent concepts.
- stand away from window glare when talking to the student.
- give student an individual copy of visual information presented to the group.
- allow extra time to complete tasks.

When your student experiences difficulty with *following classroom rules…*

- teach rules/expectations; model/role play situations.
- post rules/expectations.
- teach skills of independence.
- be consistent.
- use proximity.
- have students set personal goals.
- use self-monitoring strategies.
- use positive correction prompts.
- teach the use of positive and negative consequences.

When your student experiences difficulty with *understanding new concepts…*

- pre-teach new concepts.
- identify priority learning.
- provide adequate time.
- provide meaningful practice, review, repetition.

- connect previous learning to new information.
- use multiple means of learning the same material (visual, auditory, tactile).
- have students set personal goals.
- use flow charts.
- use multiple intelligences.
- use peer tutors.
- use cooperative learning.
- provide cues.

When your student experiences difficulty with *retaining and retrieving information…*

- use multi-modalities (visual, auditory, tactile) to teach the same concept.
- teach vocabulary in context.
- use cues, prompts.
- use graphic organizers.
- use frequent repetition of key points.
- break down instructional units into smaller steps.
- show relationships among concepts through graphs, outlines, and webbing.
- highlight important information.
- use color coding to show concepts and relationships.
- use peer tutors.
- teach mnemonics as a memory tool.
- teach visual imagery.
- use rhythm, music, and movement.
- use lists.
- use matrix to organize information.
- use pictographs.

When your student experiences difficulty with *representing new learning in assessment….*

- use of variety of authentic assessments.
- teach test taking strategies.
- teach the format of an upcoming test.
- allow adequate time.
- allow paper-pencil tests to be taken in a different space.
- allow a variety of ways to respond, i.e., orally, pictorial, tape record, etc.
- establish criteria and expectations prior to instruction.
- give choices.
- assess learning over time.
- use rubrics.
- use self-assessment.

When your student experiences difficulty with *motor skills/mobility/posture maintenance/manipulation of materials…*

- use concrete examples.
- use models.
- provide adaptive equipment.
- position materials for individual use.
- allow different postures.
- allow adequate time.
- allow alternatives to writing.

- be aware of the impacts of room arrangement.
- be aware of the impacts of the physical positioning of the individual.
- use peer tutors.
- use physical cues.
- use bold outlines on maps, charts.
- be aware of tasks that require eye movement from one plane to another.
- be aware of fatigue level.
- maintain all participants at same eye level during small group discussion.

When your student experiences difficulty with *organizing*...

- use graphic organizers.
- use semantic mapping.
- use planners and calendars.
- teach time management skills.
- post sequence of events.
- teach use of folders, notebooks.
- teach how to clean desk, locker.
- use assignment sheets.

Tips for working with *high ability learners*...

- give choices.
- use compacting.
- allow making independent plans for independent learning.
- use theory of Multiple Intelligences.
- use mentoring or Apprenticeship with Professionals.
- teach entrepreneurship.
- teach scientific method.
- allow tutoring/peer coach.
- use Socratic questioning.

Terminology

Assessment: Process of gathering information to monitor progress and make educational decisions.

Compacting: Streamlining work that may be mastered at a pace appropriate to student ability.

Concept Diagram: Specific type of graphic organizer used to present vocabulary which includes definitions and characteristics.

Concept Map: Graphic organizer showing relationships among concepts of instruction as well as characteristics of the concept.

Cooperative Learning: Student-centered instructional approach in which students work in small mixed-ability groups with a shared learning goal.

Disability: Condition characterized by a physical, cognitive, psychological, or social difficulty so severe that it negatively affects student learning. In the Americans With Disabilities Act, a disability is defined as a condition that limits some major life activity.

Demonstrated ability for above average in one or several areas, including ability, leadership, specific academic subjects, creativity, athletics, or the visual or performing arts.

Graphic Organizer: Visual format that helps students to organize their understanding of information being presented or read and the relationships between various parts of the information.

Mnemonics: A device or code used to assist memory by imposing an order on the information to be remembered.

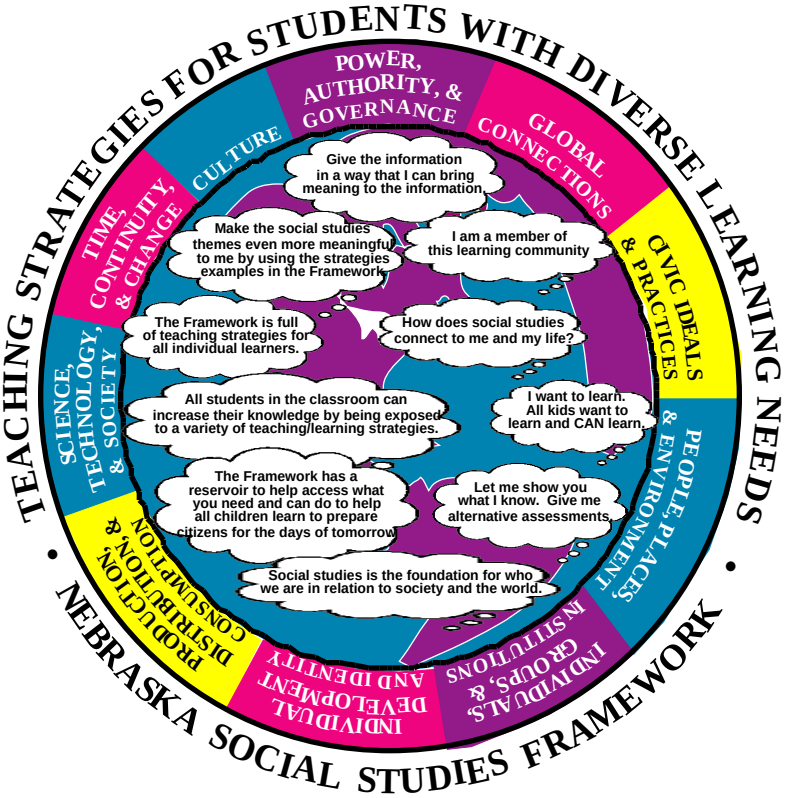
Multiple Intelligences: Concept proposed by Howard Gardner (1993) that suggests there are seven types of intelligences.

Rubric: An assessment tool listing expected student accomplishments and a corresponding score for each area.

Semantic Mapping: A process to develop an internal schema for thinking about relationships in concepts by developing word association maps.

Self-Questioning: Strategy in which students are taught to guide their performance by asking themselves relevant questions.

Teaching Strategies for Students with Diverse Learning Needs



Primary Level

Strategy: Visual Organizers (calendars), Pictorial Time Line of what the room looks like [for each Strategy, describe what its use with (see pages 2-5)]

Theme: Civic Ideals and Practices

Concept: How do civic ideals and practices of the individual affect environmental issues?

Activity: The class creates and implements a classroom environmental improvement plan.

Intended Student Level: Primary Level

Connecting Themes: IV, VI

Outcomes: The learner will be able to take ownership of his/her surrounding environment and identify how his/her behavior and practices affect the environment.

Procedures:

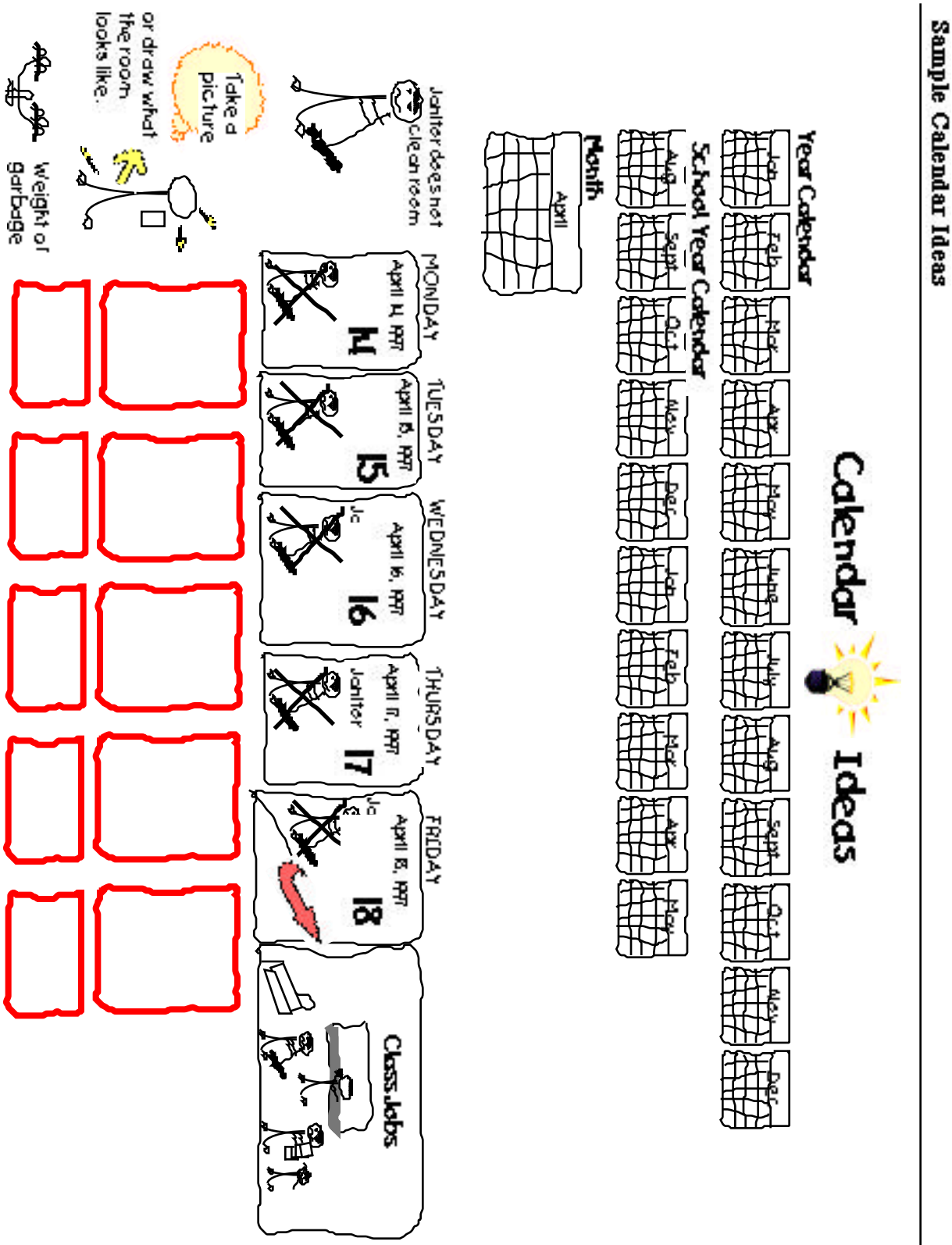
- Students ask the janitor to not come in and clean their room for one week.
- Students create a calender, collect data, and visually represent the change in the room.
- The class then creates and implements a classroom environmental improvement plan.

Teacher Tips:

- See Calendar Ideas, collect and weigh garbage on a daily basis.
- Have students create individual calendars to create more ownership.
- Observe the differences in the room visually.
- Sort and label trash the students collect.
- Problem solve to decide what jobs need to be done.
- Culmination activity could combine data collected so students could compare and contrast the results and use higher level thinking skills.
- Relate this experience to others: classroom, school, community. Create a plan to clean and maintain the classroom.

Resources:

school janitor
cleaning materials
scale for weighing garbage
electronic programs for creating graphs (i.e., *ClarisWorks*)


Sample Calendar Ideas
Calendar Ideas
Year Calendar
Jan
Feb
Mar
Apr
May
June
July
Aug
Sept
Oct
Nov
Dec
School Year Calendar
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Month
April
Janitor does not clean room
MONDAY
April 14, 1997
14
TUESDAY
April 15, 1997
15
WEDNESDAY
April 16, 1997
16
THURSDAY
April 17, 1997
Janitor
17
FRIDAY
April 18, 1997
18
Take a picture
or draw what the room looks like.
Weight of garbage
Class Jobs

Strategy: Options for Assessment

Theme: Culture

Concept: How/Why are cultures different or similar from place to place?

Activity: Using options for evaluating, students will compare and contrast the wants and needs of their culture to the wants and needs of the pilgrims.

Intended Student Level for This Example: Primary Level

Connecting Themes: I, VI, VII, X

Outcomes: The learner will demonstrate understanding of the differences between his/her culture and that of the pilgrims.

Procedures:

- After instruction of the wants and needs of the pilgrims and their own culture, students will show understanding using one of the following options of evaluation: role-playing, pictorial display, written format, oral presentations, computer, music, or rhythm.

Teacher Tips:

- Oral presentation may be with teacher or small group.
- Written presentation might be in the form of a diary, journal, report, etc.
- Final products could be displayed or presented for others to see. Cooperative groups or partners could be utilized.

Resources:

art supplies
music or art teacher
musical supplies
computer
pictures of pilgrims
pictures of community

Strategy: Graphic Organizers (a variety of ways to represent information which places certain information in specific locations)

Theme: Global Connections

Concept: How do global connections affect the wants and needs and, therefore, production, distribution, and consumption of goods and services?

Activity: The students will see where their shoes were made by placing their shoes on a world map.

Intended Student Level for This Example: Primary Level

Connecting Themes: VII, X

Outcomes: The learner will be able to locate countries in which items he/she owns were made.

Procedures:

- The student will take off one shoe and find the name of the country where it was made (produced).
- Then the child finds that country on the large world map and places his/her shoe on the map in that place.

Teacher Tips:

- Get an old wall world map to place on the floor.
- Draw country outline on a white shower curtain with permanent marker.
- Create a graphic organizer and place rubber shoe erasers or draw in the shoes on the graph.
- Some students could take the information and create a graph to share with others.
- Could be repeated or substituted using labels on their t-shirts.

Resources:

large and small world maps
atlas
CD Rom
globe
electronic: CD Rom
atlas program for creating graphs

Strategy: Modeling/Teacher Guided Activity

Theme: Individuals, Groups, and Institutions

Concept: How can individuals contribute to the well being of their community?

Activity: A Mock Courtroom Trial

Intended Student Level for This Example: Primary Level

Connecting Themes: I, VII, X

Outcomes: The learner will understand and demonstrate the role of people associated with the courtroom by participating in a mock trial. Class will then brainstorm situations for a mock trial. One situation will be chosen–roles in the trial will be chosen and trial will be held. Students will show understanding of the roles of the trial participants through writing, drawing, photographs, video, oral, or written quizzes.

Procedures:

- Older students will come into your classroom and present a mock trial and your students will be the jury.

Teacher Tips:

- The students should do a study of laws and rule (include school rules) before participating in this trial.
- Collaborate with an older elementary class.
- Video tape a trial. Visit a courtroom.
- Make a chart of classroom rules.
- Invite a lawyer or a judge to be a guest speaker.

Resources:

Law Related Education, Nebraska State Bar Association
local courthouse
judges
lawyer

Strategy: Creating a Time Line

Theme: Individual Development and Identity

Concept: How does my past influence my individual development and identity?

Activity: A time line will be developed with a minimum of one event per year up to current age. A student may bring photos, write, draw pictures.

Intended Student Level for This Example: Primary Level

Connecting Themes: X

Outcomes: The learner will create a time line from current age back to birth.

Procedures:

- The students will create a time line from current age back to birth. Some of the significant events in the time line will be birthdays, crawling, walking, talking, traveling, places they've lived, etc.
- The students will identify changes throughout time according to their personal time line and then compare similarities and differences of their time lines with other students.

Teacher Tips:

- Teacher develops and shares personal time line.
- Show baby book and pictures to the class. Identify family words.

Resources:

baby book
data survey
teacher's time line
photos
biographies
personal artifacts

Sample Chart: Who Am I?

Year	Family Names (Maiden Names)	Birthdates	Relation	Community Locations	Traditions	Education	Occupations Years Worked	Institutional Affiliation	Other Interesting Facts
1990									
1980									
1970									
1960									
1950									
1940									
1930									
1920									
1910									

Strategy: Visual Representations of Appropriate Behavior

Theme: People, Places, and Environments

Concept: Why are rules necessary?

Activity: Use a game activity to give rules meaning.

Intended Student Level for This Example: Primary Level

Connecting Themes: VII

Outcomes: The learner will demonstrate, by a chart, his/her reactions to the feelings generated by playing a game with and without rules and draw conclusions about the necessity of rules.

Procedures:

- Prepare students for activity with behavior picture plan.
- Students will be given the materials to play a game in a small group setting (game pieces, board, dice, deck of cards, etc.) without directions and/or rules.
- Allow five minutes of playing with no directions.
- Teacher monitors and observes interactions among the group members.
- Then gather the groups together to chart how game play was progressing (smiley/sad face headings and chart "they shared," "they cheated"–see chart).
- Through the charting process, the students will discover that positive results (smiley faces) were achieved when people followed the rules.
- Students can play the game again using the rules.
- To close the activity reinforce their findings.

Teacher Tips:

- Students with greater behavioral difficulties may need role play or additional practice on expected behaviors with support staff prior to activity.
- Trade books dealing with frustration, turn taking, sharing, etc. could be used prior to the lesson.
- Visually impaired students could participate with an auditory partner or possibly use an auditory game (Simon) or a tactile board.

Resources:

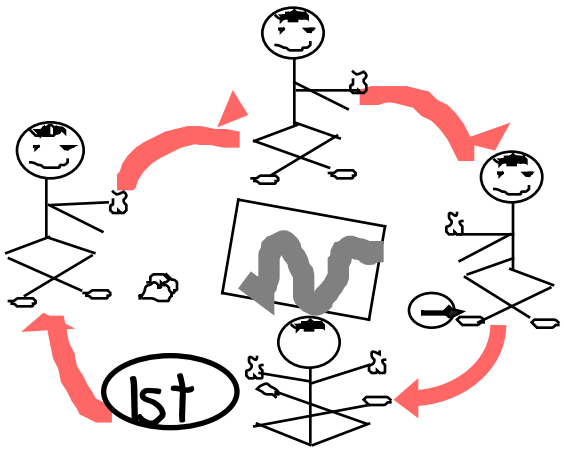
basic game boards (ideal–copied game boards so each game is the same and is new to the students)
pawns
dice or spinner
Classroom Reading Games Activity Kit, Jerry Mallet

Sample of a Visual Representation of Appropriate Behavior

Today ...

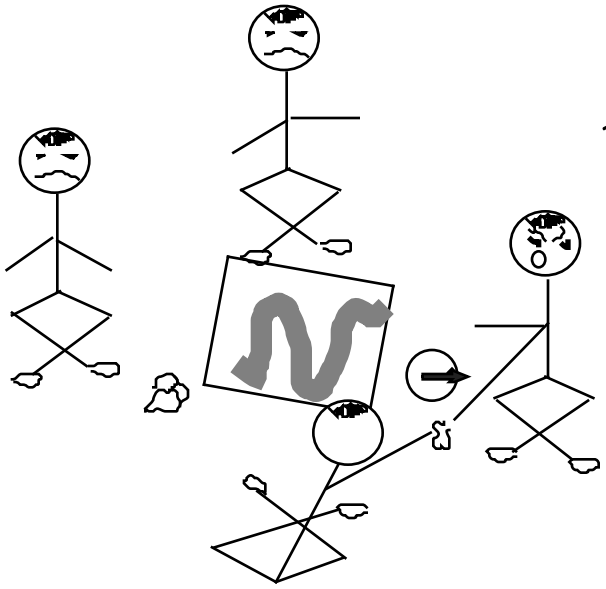
Establish the activity of the day.

- When drawing the activity for an individual student, personalize the character or put his/her name by it.



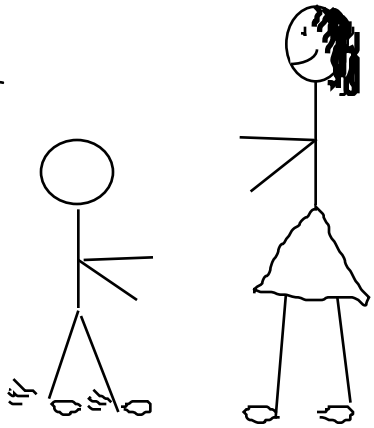
Sometimes ...

Establish that sometimes during games, people get frustrated ("mad" - may need to cue to body reactions, face mad, stomach hurts).



Then ...

Find Mrs._____



Last step can be adjusted to skill level:

- find a quiet place.
- talk it over with your peer.
- keep hands to self.
- etc.

Sample Chart for Visual Representation of Appropriate Behavior

 I had a turn. He passed me the dice. We all go to play.	 I didn't get a turn. John moved two times. She skipped a square. He yelled at me. She grabbed the dice.

Strategy: Analogy

Theme: Power, Authority, and Governance

Concept: What are the three main levels of government?

Activity: The concept of local, state, and national government will be developed through the use of an analogy involving teacher, principal, and superintendent.

Intended Student Level for This Example: Primary Level

Connecting Themes: VII

Outcomes: The learner will develop an understanding and be able to explain the three main levels of government local, state, and national.

Procedures:

- The class will invite a teacher, principal, and superintendent to talk with the class about their roles in the school.
- After visits, role responsibilities are charted to create a visual representation.
- The class will then invite a local, state, and federal official or worker to visit with the class about the role of each branch of government.
- After visits, the class discusses the three branches of government and charts them to create a visual representation.
- The class then makes the analogy between school levels of authority and government levels of authority.

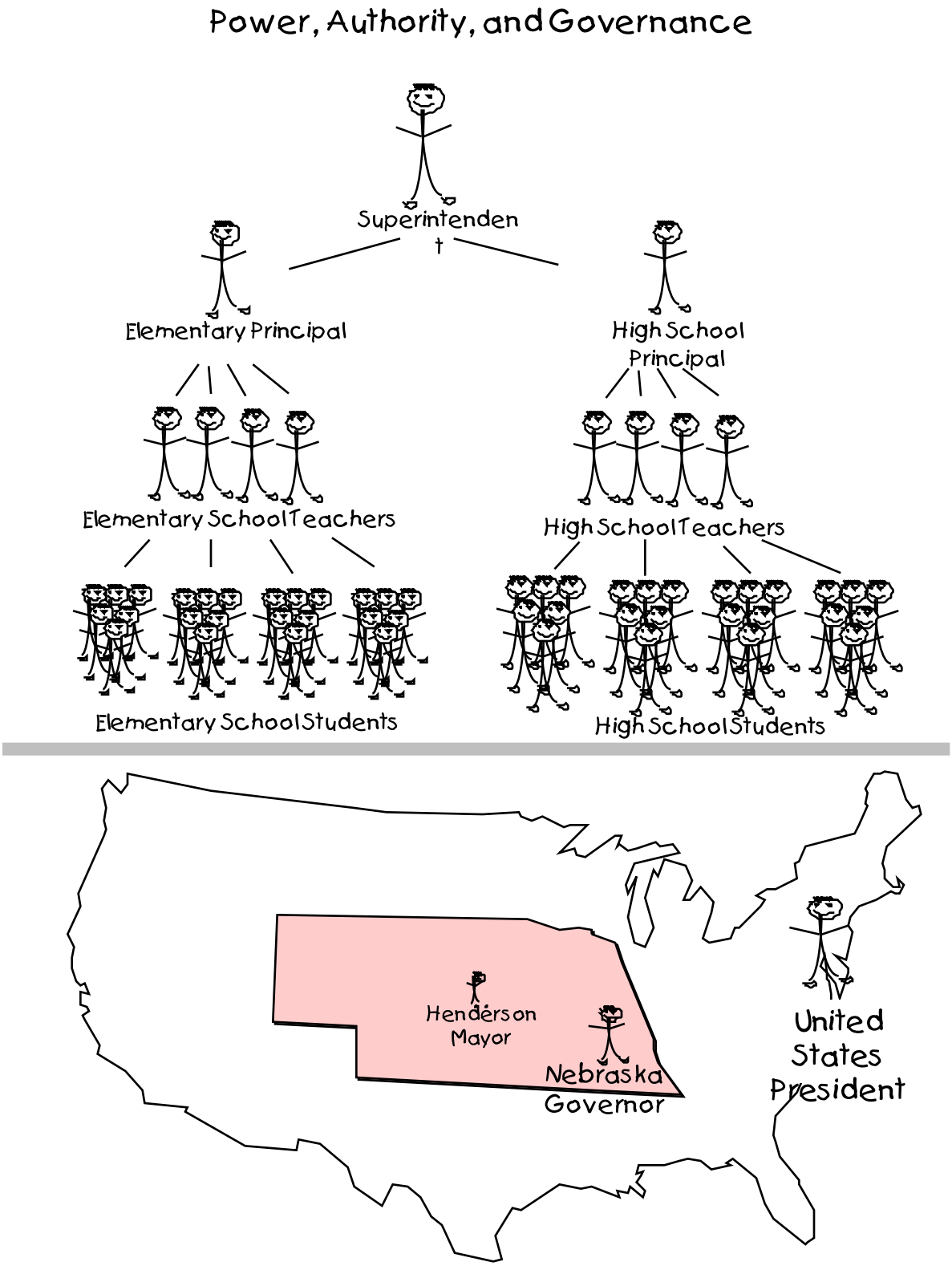
Teacher Tips:

- Students search magazines and newspapers for pictures of government leaders (they could display these by a map or picture of the town or city, state, or the United States according to their role in government).
- Students visit a local, state, and/or federal office.
- Students visit the principal's and superintendent's offices.

Resources:

people

Sample of an Analogy



Strategy: Create a Flow Chart

Theme: Production, Distribution, and Consumption

Concept: How do markets bring consumers and producers together?

Activity: Students and teacher create a flow chart to demonstrate visually the connections between gardening for home use and for sale.

Intended Student Level for This Example: Primary Level

Connecting Themes: III, V, IX

Outcomes: The learner will show understanding by flow charting the connection between raising food in home gardens for family consumption, and that extra produce can be sold to others for profit.

Procedures:

- Invite a guest gardener, produce worker, etc., to talk to the class.
- After visit, discuss information gained from the visit.
- Create a flow chart (see example).

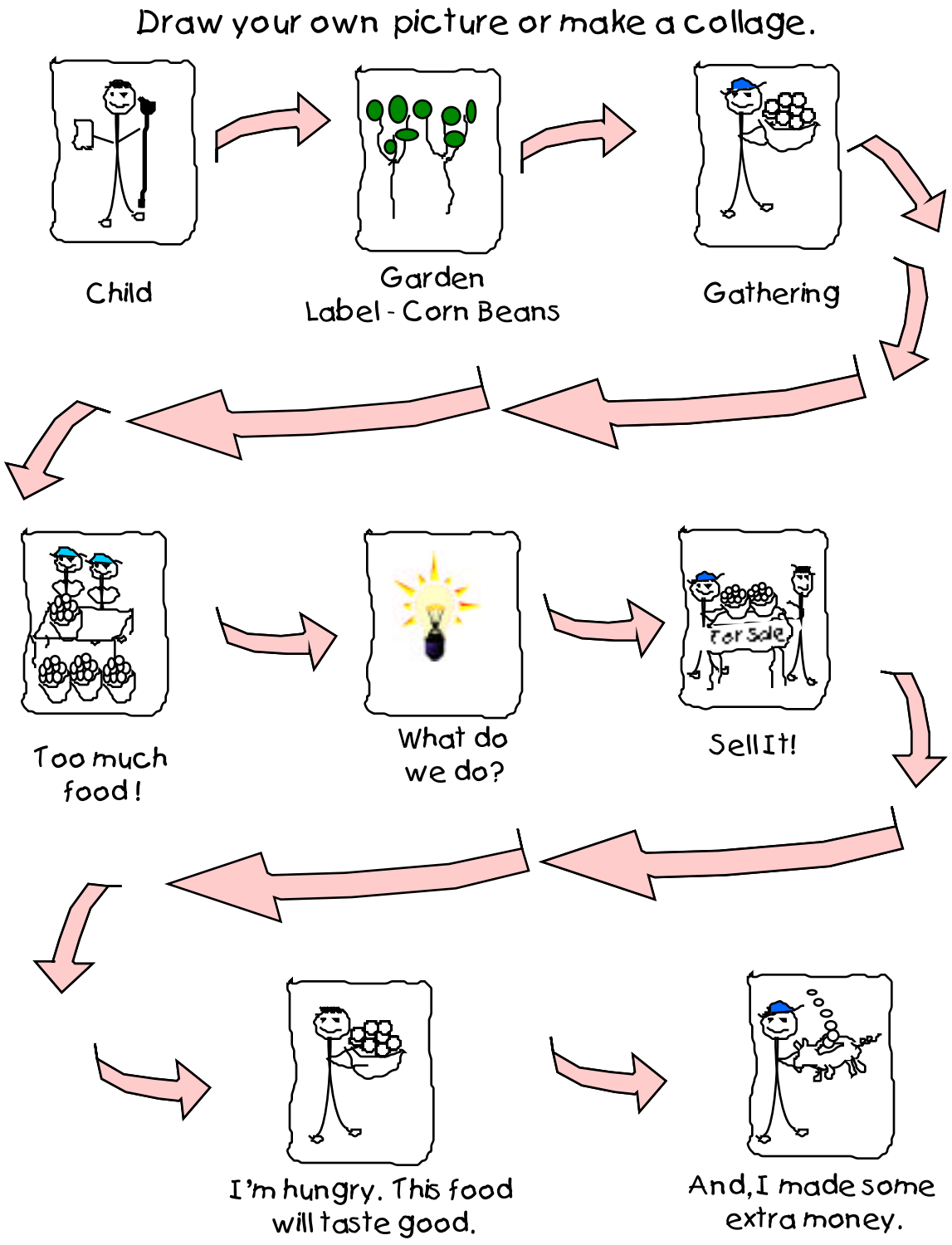
Teacher Tips:

- Draw a flow chart on the playground with chalk, on an overhead, chalkboard, poster paper, easel, etc.
- Use a variety of pictures, photographs, etc., in the flow chart.

Resources:

material used in teacher tip,
local gardener,
local farmer's market vendor

Sample of a Flow Chart



Strategy: Cooperative Groups

Theme: Science, Technology, and Society

Concept: Why do people invent things?

Activity: Using cooperative groups, students will identify a need for a new invention, create a model, demonstrate its use, and explain its benefits.

Intended Student Level for This Example: Primary and Upper Elementary Level

Connecting Themes: X

Outcomes: The learner will demonstrate understanding of why people invent things by creating an invention and explaining its use.

Procedures:

- Divide into cooperative groups.
- Identify needs or tasks that might be made easier with new inventions.
- The group will choose one need and create a model of an invention to meet that need.
- They will demonstrate and explain their new invention.

Teacher Tips

- Teacher could supply materials for inventions.
- Have an invention fair and invite parents.
- Make poster for displaying the inventions and their benefits.
- *Upper Elementary Level:* Concepts can be extended to include how the new invention could be beneficial and/or harmful to the society and whether there should be regulations concerning its use.

Resources:

art materials

Strategy: Organizing an Oral Presentation

Theme: Time, Continuity, and Change

Concept: How have things or people in the students' lives changed over time? Why have they changed?

Activity: Students will bring a favorite toy (blanket, etc.) from their childhood, a current favorite toy, and orally share stories related to their toys.

Intended Student Level for This Example: Primary Level

Connecting Themes: II, V, VI

Outcomes: The learner will display and orally share changes in toys used in different stages of his/her life.

Procedures:

- The change process covered in this lesson could be introduced prior to the lesson through trade books (see resources).
- Students will be given a family homework project.
- Each student is to bring one favorite toy, blanket, etc. from his/her infant or toddler years. In addition, the family is to talk with the student about how old he/she was when he/she played with the toy, anecdotal incidents, and any information about when or why the child gave up the toy.
- The student is to draw a picture to represent each part of the assignment.
- The students will also bring a toy they currently play with and a picture of something they would like to have when they are older.
- During class time, the students will display their three items and orally share their information.
- The students should look at the sheets they drew as they are talking to help organize their stories.
- An additional sheet is given for students who have greater difficulty sharing orally to help them structure the information about their infant/toddler toy. The child could use this sheet at home or with support staff.
- Some students may need to "practice" telling their stories using prompt sheets prior to talking in class until they get accustomed to using a plan.

Teacher Tips:

- Students can use a sheet similar to the one provided to prepare for show-and-tell or other sharing activities.

Resources:

copies of Draw Share sheets and parent letter similar to those provided
trade books: Owen, Kevins and Something From Nothing, Phoebe Gilman

Sample Parent Letter

Dear Parent:

In class today, we read Something From Nothing by Phoebe Gilman. In the story, the little boy grows and changes and so does his favorite blanket. Your child has grown and changed too. Please help your child complete the following "homework" and return it to school for sharing time on Wednesday. Enjoy.

Homework

1. Help your child locate/draw about his/her favorite toy as an infant/toddler. There is an attached sheet provided for you to help your child draw information about his/her "old" toy. Please tell your child a fun story about a time when this toy was his/her favorite.

2. Help your child select a favorite toy he/she plays with now. Visit with your child to help him/her discover why this toy is his/her favorite now (i.e., different interests, older, able to do new things).

3. Allow your child to browse through magazines or catalogs to find a picture of a toy your child thinks he/she might like to play with when he/she gets older (computers, sporting goods, toys, etc.). Visit with your child to see why he/she thinks that would be fun and how old he/she thinks he'd/she'd be.

Please return the "Growing and Changing" sheet to school with the "old" toy, the "now" toy, and the "future" toy picture for your child to share with the class.

Thank you,

Sample of a Share Sheet

Growing and Changing

Name:

I was... (age)	I am... (age)	I will be... (age)

Sample Sheet for Students Having Difficulty with Oral Expression

The student draws pictures on this sheet and uses it to help explain the items brought instead of just labeling the item. He/she does not have to use the words written as they talk, but the words help the family assist the child.

My baby toy was . . .

I got this toy from . . .

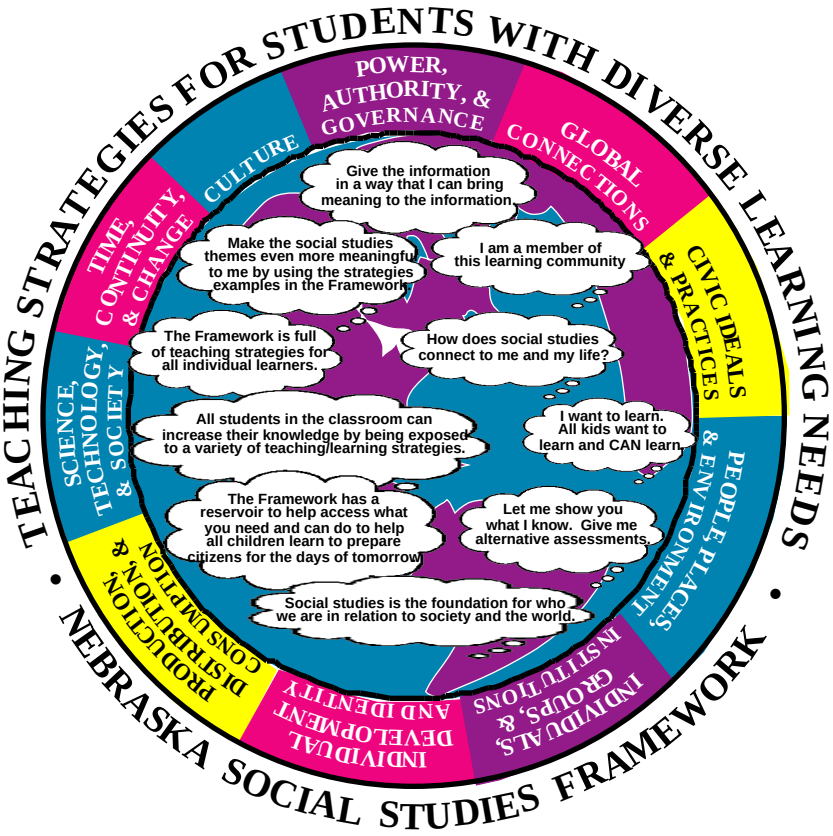
I liked to . . .

(Draw how the child used to play with or sleep with the toy, etc.)

Now my toy is . . .

(Draw what has happened to the toy–is it in the closet, displayed in his/her room, still used, etc.?)

Teaching Strategies for Students with Diverse Learning Needs



Upper Elementary Level

Strategy: Visual Organizers for Field Trip

Theme: Civic Ideals and Practices

Concept: How do civic ideals and practices of the individual affect environmental issues?

Activity: The class will take a field trip to help the students identify an area in their neighborhood/community in need of environmental improvement. Collect and weigh the garbage on a daily basis. Observe the differences in the neighborhood/community visually. Devise a plan to clear the area.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: IV, VI

Outcomes: The learner will be able to take ownership of his/her community or neighborhood and identify how his/her behavior and practices affect the environment.

Procedures:

- Previous learning on environmental improvement.
- Create a field trip schedule to locate an area that needs environmental improvement in their community.
- Students record what the area looks like through drawings, writing, video, pictures, etc.
- Students collect litter and waste on a daily or weekly basis, recording the differences in appearance in their area.
- Students then create a plan for improving their area by changing the practices of the people littering, making posters to put up, supplying trash barrels, publicity in paper, etc.

Teacher Tips:

- Students could sort and recycle trash.
- Students could weight trash–graph, picture, write about results.
- Follow up project with a trip to a recycling center.
- Display trash found. Make posters.
- Paint refuse barrels, picnic tables, etc., in area.
- Share information with other students.

Resources:

map of classroom, school, community, and state
contact chamber of commerce and parks and recreation

Sample Field Trip Organizer

Field Trip Organizer

Date:	Field Trip:

Purpose of the Field Trip:

Things that I want to look for:

1.
2.
3.
4.
5.

Things that I should be looking for:

1.
2.
3.
4.
5.

Summary of what I saw and did:

Strategy: Visual Representation (options of representing learning)

Theme: Culture

Concept: In what ways do time, continuity, and change affect culture?

Activity: Create a map of the reservations and original habitats of Native Americans in your area.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: VI

Outcomes: The learner will be able to identify the movement of Native Americans.

Procedures:

- Students create maps individually (informative map, three dimensional map, overhead overlay map, relief map, computer created map).

Teacher Tip:

- Students will need previous knowledge on Native Americans, their past, and culture.

Resources:

computers
appropriate software
encyclopedia, atlas, maps, historical sources, etc.
fiction and non-fiction works about Native Americans

Strategy: Graphic Organizers

Theme: Global Connections

Concept: How do global connections affect the wants and needs and, therefore, production, distribution, and consumption of goods and services?

Activity: Use graphic organizers to understand the global connections.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: VII, X

Outcomes: The learner will demonstrate global connections among raw materials, production, and consumption of clothing articles.

Procedures:

- Students bring an article of clothing to school and identify and locate the country in which it was made.
- Countries that clothing came from, are colored in and tallied on a world map.
- Discuss possible reasons clothing was made in other countries and shipped to the United States and Nebraska.
- Using a world map and string, show the movement of raw materials from producer to consumer.

Teacher Tips:

- Have students predict where clothing was produced.
- Gather information over a two or three day period.
- Find as many countries as possible. Display clothes on clothesline in room, cafeteria, hall, etc.
- On a card, pinned to clothing, give information about the country.
- Clothing could be displayed with a flag of the country drawn by students.
- Flow charts could be made showing movement of materials and products.
- Data could be graphed and displayed.

Resources:

CD Rom atlas
large map
local clothing business
atlas
GEON (Geography Educators of Nebraska)

Strategy: Modeling/Role Playing

Theme: Individuals, Groups, and Institutions

Concept: What are the responsibilities of the individual to the governing institutions?

Activity: A Mock Courtroom Trial

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: I, VII

Outcomes: The learner will understand and demonstrate the role of people associated with the courtroom by participating in a mock trial.

Procedures:

Older students will come and model a mock trial.
Primary children are chosen for the jury.
At the end of the activity, discuss the role of each person in the trial.
Ask students to demonstrate understanding by writing, telling, drawing, etc., the role of each trial participant.

Teacher Tips:

- Students do a study of school and community rules before participating in this trial.
- Collaborate with an upper elementary or secondary class.
- Tie-in with an environmental unit–the charge might be littering.
- Visit the courthouse–write, draw pictures, photograph, video tape what they learned.

Resources:

Law Related Education, Nebraska State Bar Association
local courthouse
judges
lawyer

Strategy: Develop a visual organizer using a matrix for organizing information (for higher level thinking and expansion of activities, use matrix compare and contrast).

Theme: Individual Development and Identity

Concept: How does my ethnic background influence my daily life?

Activity: Who am I? Gathering information and interviewing family members.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: II, VI, X

Outcomes: The learner will be able to present personal history of family by using a visual organizer.

Procedures:

- The teacher should model with a personal chart.
- Students discuss criterion for a good interview and practice with mock interviews.
- Discuss how to document information and how to use a matrix.
- The student will then fill out a visual organizer with information compiled from interviews with family members and with research (i.e., biographies, autobiographies, letters).
- Student will then present information to the class.

Teacher Tips:

- Bring family pictures to school for a display.
- Discuss coat of arms (go to the library or computer to find their family coat of arms).
- In the library, look up meanings of common family first names.
- Bring a special family item to school for a show and tell or a family display.
- Invite parents and guests to view the display.
- Invite grandparents to visit school on a special grandparents' day.
- Discuss family customs (compare and contrast them to each student's family).
- Invite a genealogist as a guest speaker.
- Tape record or video tape interviews (this would make a special family treasure).

Resources:

trade books on origin
autobiographies/biographies
videos
personal family tree books
historical diaries

Strategy: Flexible Outlining for Writing

Theme: People, Places, and Environments

Concept: How does the culture shape individual identity?

Activity: Write a paper explaining how the student's culture has influenced his/her life.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: II, IV

Outcomes: The learner will organize appropriate data from the data bank and produce a written report.

Procedures:

- The writing activity would be preceded by a class discussion on aspects of our culture and local population groups (see example matrix form for technique).
- Using the headings in the matrix, the students will write their own personal data on sticky notes, one item per sheet (see example).
- Some items may need to be researched at home or through extended family.
- Students then cluster their sticky notes into appropriate categories that would provide connections for writing.

Teacher Tips:

- Sticky notes can be structured into work webs, charts, or outlines depending upon the nature of the task. Some students benefit from being able to physically manipulate the information rather than outlining in linear form. Writing from a personal viewpoint is easier for many students with language difficulties.
- Other possibilities for organizing ideas for writing include webs (made with pictures and/or words), outlines, matrixes, starter questions, and/or prompts.
- Alternative options for written assignments include using a word processing program, dictating into a tape player or to a scribe, picture representation, or using a generic form where students fill in the blanks.

Resources:

lots of sticky notes

Local Groups

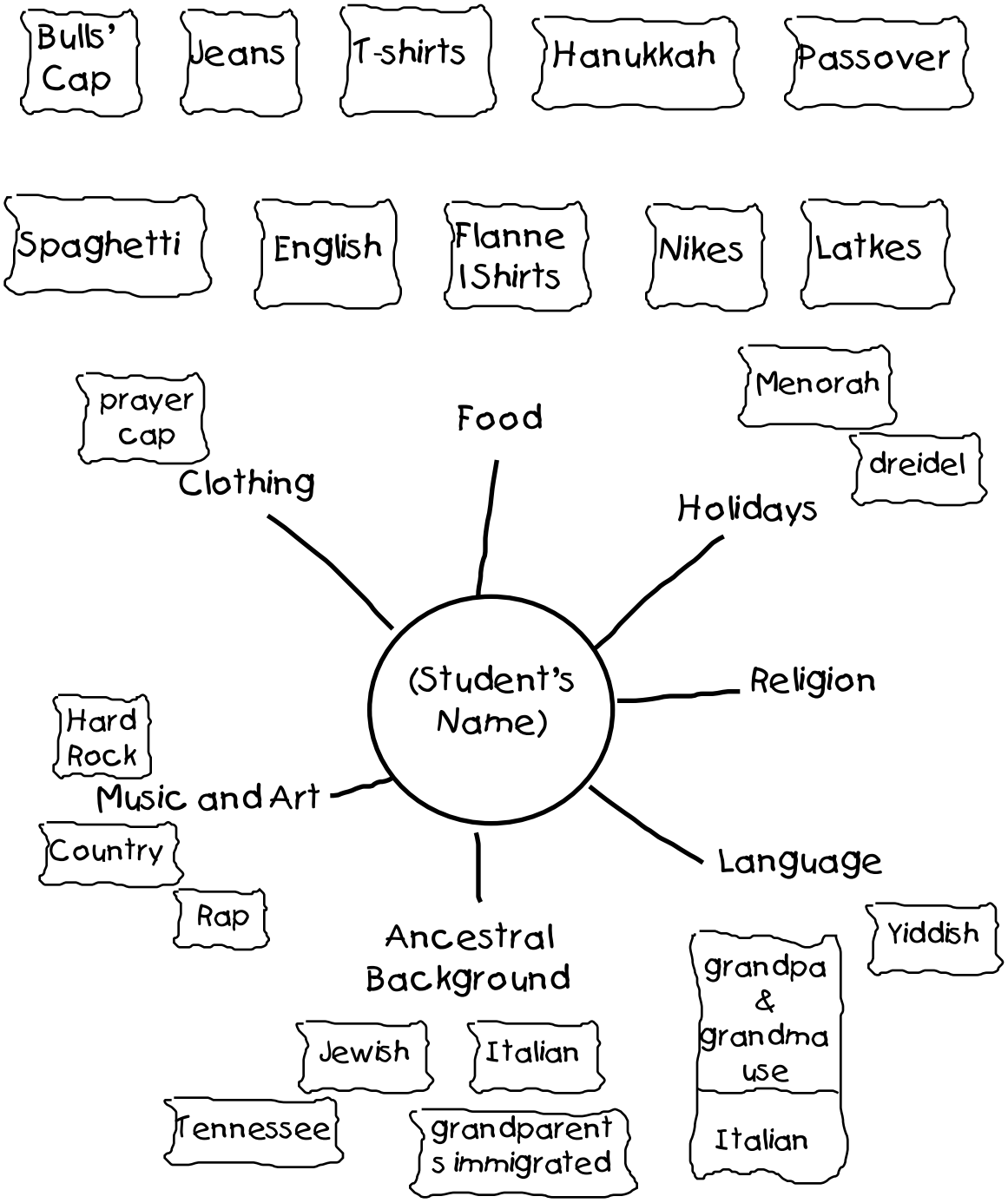
Sample Chart Discussion/Research Matrix

Our Cultural Influences

Clothing	Traditions	Food	Holiday Celebrations	Religion	Language	Ancestral Background	Music and Art

Samples of Flexible Outlining for Writing

Student notes would be clustered on word web.



Strategy: Music and Rhythm (Musical Intelligence)

Theme: Power, Authority, and Governance

Concept: What are the rights and responsibilities of citizens at each level of government?

Activity: Voter responsibilities through music and rhythm

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: IV, V

Outcomes: The learner will increase understanding by presenting citizens' responsibilities to vote.

Procedures

- After instruction on voting, students will develop raps demonstrating their understanding of voter responsibilities. Example:

  I'm off at a rolling pace to the neighborhood polling place.
  I'm gonna get to tell it on a secret ballot.
  I'm gonna to make a vote on a little white note.
  Gonna choose my candidate I can hardly wait.
  To roll to the poll. Tell it on a ballot.
  Make a vote on a little note.
  For my candidate. Can't wait!

Teacher Tip:

- Be flexible and give aid only when needed.

Resources:

music teacher
instruments

Strategy: QAR Strategy (1. Consider question in relationship to you. 2. Think and search. 3. Do something on your own.)

Theme: Production, Distribution, and Consumption

Concept: Some foods and services are provided by the government.

Activity: Food in the school cafeteria comes from several sources.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: I, V, VI

Outcomes: The learner will show an understanding and explain that food in the school cafeteria comes from the government and private sources and will describe the connection/reason for the use of the food sources.

Procedures:

- Use QAR Strategy (see QAR Strategy Sheet)

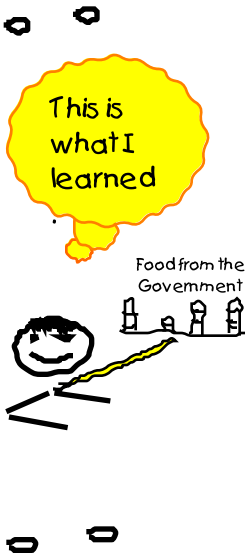
Teacher Tip:

- Peer modeling, peer teaching, cooperative learning

Resources:

cafeteria
cafeteria personnel

Sample QAR Strategy Sheet



- Do a follow up. Once the class realizes which menu foods are government subsidized, keep a running tally of those foods.
- What are government rules and regulations regarding nutrition?

Strategy: Cooperative Groups

Theme: Science, Technology, and Society

Concept: Why do people invent things?

Activity: Using cooperative groups, students will identify a need for a new invention, create a model, demonstrate its use, and explain its benefits.

Intended Student Level for This Example: Primary and Upper Elementary Level

Connecting Themes: X

Outcomes: The learner will demonstrate understanding of why people invent things by creating an invention and explaining its use.

Procedures:

- Divide into cooperative groups.
- Identify needs or tasks that might be made easier with new inventions.
- The group will choose one need and create a model of an invention to meet that need.
- They will demonstrate and explain their new invention.

Teacher Tips:

- Teacher could supply materials for inventions.
- Have an invention fair and invite parents.
- Make poster for displaying the inventions and their benefits.
- *Upper Elementary Level:* Concepts can be extended to include how the new invention could be beneficial and/or harmful to the society and whether there should be regulations concerning its use.

Resources:

art materials

Strategy: Compare and Contrast Using the Seven Intelligences

Theme: Time, Continuity, and Change

Concept: How have people kept records of the past?

Activity: The students will compare and contrast through the use of the seven intelligences (i.e., music, language, arts, logical, etc.) how records were kept in the past.

Intended Student Level for This Example: Upper Elementary Level

Connecting Themes: II, IV, V, VI

Outcomes: The learner will connect new learning to previous learning and will demonstrate an example of time, continuity, and change in record keeping from past to present.

Procedures:

- Use a preparatory set to help the learner compare and contrast.
- Ideas might be a family history, family genealogy, senior citizen, story teller, etc. (How do you remember stories of your past? How does your family remember stories of the past? How does our community remember stories of the past? How do different cultures remember stories of the past?).

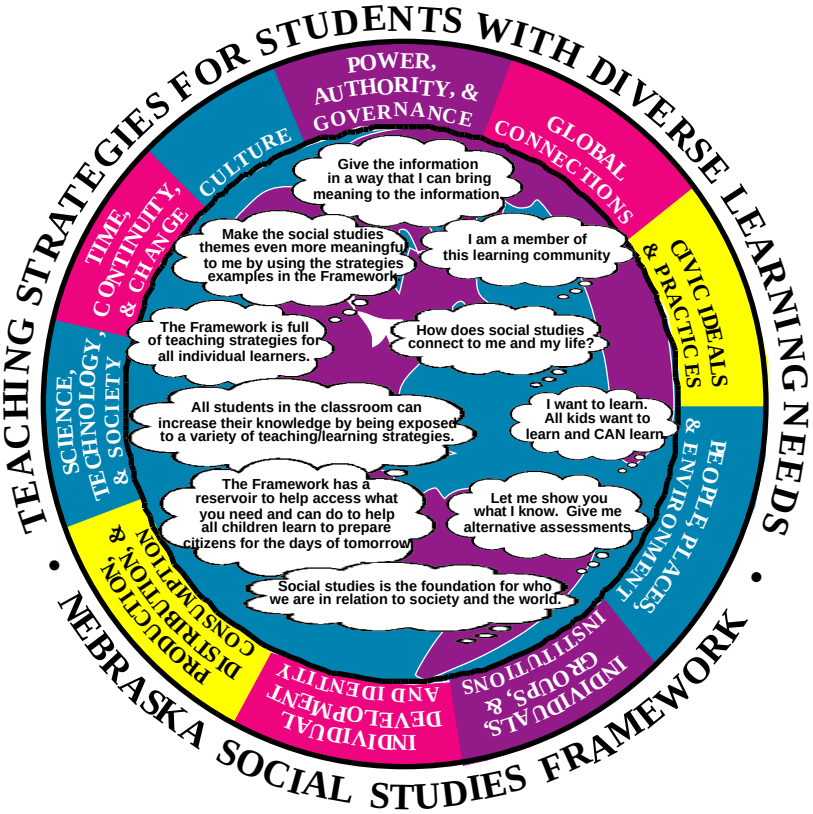
Teacher Tips:

- Take a story and represent your past through the Seven Intelligences.
- Define multiple intelligences.
- Use the Seven Intelligences List.
- Let each group use the list to demonstrate comparison and contrasts.
- Use cooperative groups and/or peer groups

Resources:

reference material on multiple intelligence
parents
senior citizens
biographies

Teaching Strategies for Students with Diverse Learning Needs



Middle or Secondary Level

Strategies: Concept Diagram

Theme: Civic Ideas and Practices

Concept: What power does the individual have to influence the civic ideals and practices of his/her culture?

Activity: Adopt a Highway/Trail Segment/Park

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: II, VI, X

Outcomes: Be responsible for environment, community pride, and civic responsibility.

Procedures:

- Pre-teach the concepts of environment, citizenship, and safety using the concept diagram (see attachment elsewhere).
- Write or call appropriate government authority for assignment (usually fall or spring–may be done by students as a language arts activity).
- Arrange transportation and supervision with school administration and parents (may be done by students as a language arts activity).
- Pick up trash (peer partners during trash collection).
- Analyze types of trash as part of math, science, anthropology (charts and graphs, pictures, video, audio, or written report).
- Analyze traffic count as part of math, science, anthropology (charts and graphs, pictures, video, audio, or written report).
- Arrange for disposal of trash (may be done by students as a language arts activity).
- Class discussion on littering laws, why this activity is important, how did this learning cause me to change my personal behaviors, how can littering be prevented, how can an anti-litter project be communicated to the public, etc.

Evaluation:

- Student participation; team work.
- Class presentation: poster or art project, skit, essay, story writing, poetry, song, etc.
- Effectiveness by before and after pictures, short term and long term effects.

Teacher Tips:

- Good project for middle school youth to present to elementary.
- Contact civic groups and organizations involved in area pick up.
- Contact Nebraska Trails Network.
- Save results for long term impacts.
- Relate this to litter in the school.
- Take care of safety needs.
- Assignments may be based on student interest, needs, and abilities.
- Peer partners are good for all but necessary for students with special needs.
- Allow for student choice of evaluation approach.

Resources:

Materials: highway signs, safety vests (contact nearest state roads equipment crew), parent permission forms, trash bags, gloves, supplies for posters

Electronic: search the Internet for information, reports could be computerized

Strategies: Webbing

Theme: Culture

Concept: How/Why are cultures different or similar from place to place?

Activity: Use of webbing technique to understand the reasons and effects of migrations on the culture of the country of origin and the country of destination.

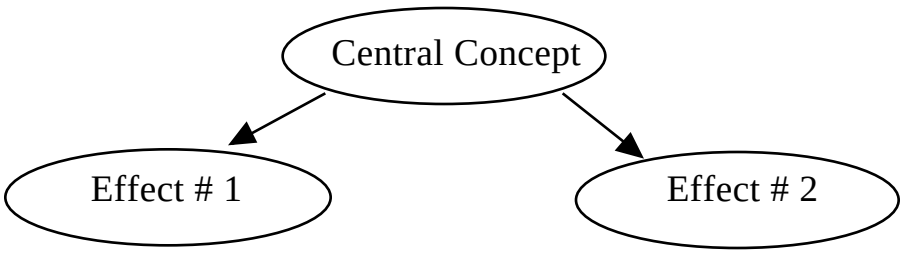
Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: X

Outcomes: To determine the impact of migration on the culture and society in the country of origin and the country of destination.

Procedures:

- Show students an example of the web format:



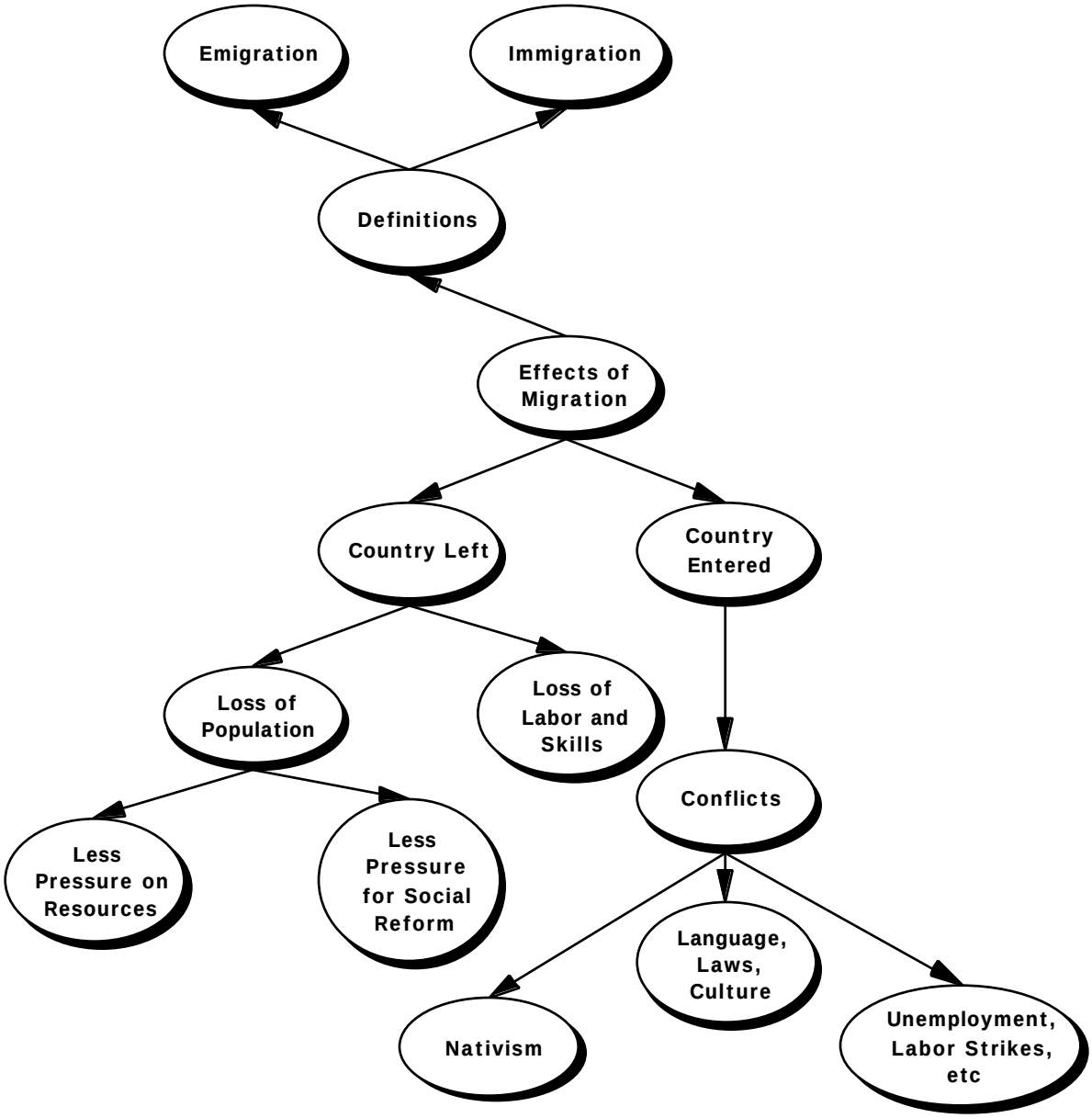
Evaluation:

- Allow the use of the web on the unit test.
- Write a journal from the view of a migrant and show how the migration affected the country one left and the country to which one went.
- Journals could be modified by use of pictures, etc.

Teacher Tips:

- Practice webbing technique with family tree.
- Do a hanging classroom mobile.
- Pictorial representation of family tree including food, culture, language, traditions, etc.
- Follow-up activity could lead to a debate on the effects on society of providing social services to non-citizens. Discuss also why some countries won't allow for naturalization or emigration.
- Food day could add an interesting motivation for this activity.
- Interview relatives or neighbors in the community about their migration experiences.
- Provide guidelines, examples, leading questions, existing historical diaries for student journals.
- What aspects of your physical or cultural makeup can you trace through the family tree?
- What factors caused your ancestors to move from one place to another?
- Provide large print or tactual mapping materials.
- Do a hanging classroom mobile.
- Pictorial representation of family tree including food, culture, language, traditions, etc.
- Follow-up activity could lead to a debate on the effects on society of providing social services to non-citizens. Discuss also why some countries won't allow for naturalization or emigration.
- Food day could add an interesting motivation for this activity.
- Interview relatives or neighbors in the community about their migration experiences.
- Provide guidelines, examples, leading questions, and existing historical diaries for student journals.
- What aspects of your physical or cultural makeup can you trace through the family tree? What factors caused your ancestors to move from one place to another?
- Provide large print or tactual mapping materials.

Sample of Webbing: Effects of Migration



Strategies: Interviewing

Theme: Global Connections

Concept: How do global connections affect the needs and wants and, therefore, production, distribution, and consumption of goods and services?

Activity: Use of interviewing technique to explore and determine the reasons for global connections of local businesses.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: VI, VIII, IX, X.

Outcomes: To develop an interview document for the purpose of surveying businesses on the topic of global connections.

Procedures:

- Pre-teaching the concept of global connections.
- Check clothing labels or "made in" statements of household or school equipment or products.
- Use telephone directory or chamber of commerce information to compile list of local businesses.
- Have a representative from the chamber of commerce speak to the class about the importance of foreign markets to the local community.
- Write letters or make calls to a business to set up the student interviews.
- Get parent and school permission forms signed and arrange for transportation (interviews could be done at school).
- Have students develop the interview form with teacher supervision.
- Do class role playing of a model interview.
- Conduct the interview. Consider taking camera, video cam, audio recorder, etc. to record the interview.
- Analyze the reasons for global connections.
- Write, map, chart, graph, picture, etc. the presentation.
- Write thank you notes.

Teacher Tips:

- Follow the world and local news to make connections between foreign and local events.
- Follow a foreign owned company on the stock market to see relationship of world events to stock values.
- Discuss the issue of "Buy American."
- Allow choice of individual, paired, or small group interview.
- Be careful with accuracy of direct quotes.
- Research use of child labor in foreign industries.
- Create and play a "Jeopardy" style game of foreign companies and products.
- Presentations could also be made to the chamber of commerce, city council, etc.
- Practice webbing with family tree.

Evaluation:

- Evaluation would be met appropriately by the presentation.
- Write a journal explaining how the student accomplished the task.
- Journals could be modified by use of pictures, etc.

Resources:

Print: directory, city map, newspaper
Electronic: use of Internet to find information about foreign companies
Print: resources from state or local history association
Electronic: genealogy home pages, etc.

Strategies: Role Playing

Theme: Individuals, Groups, and Institutions

Concept: What is the role of the individual within groups and institutions?

Activity: Use of role playing technique to conduct a mock trial on the right to privacy in the searching of school lockers.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: I, II, VII

Outcomes: To reflect on the right to privacy in the searching of school lockers.

Procedures:

- Assign students to research the expectations of privacy that people have in this society in different situations.
- Invite a lawyer, a police officer, or the principal in to discuss the issue of privacy, the issue of legal procedure, and school policy.
- Search Internet for "*New Jersey v. TLO* case."
- Class discussion on the issue of safety in society versus individual rights, the rights of minors versus the rights of adults. Are there certain areas or situations of life where students expect more privacy than others?
- Look at school policy to see if policies vary for children and adults.
- Assign roles, write scripts, rehearse, etc.
- Conduct the mock trial.
- Debrief the whole experience and compare the outcomes to an actual case.

Teacher Tips:

- This would be a good project for collaboration with English teachers regarding developing a scenario or writing speeches.
- Trial could be conducted as an appeals court case such as the Supreme Court using multiple judges and no witnesses.
- Topics could vary (*Mergens v. Westside*–Religious Clubs in the Schools, *Tinker v. Des Moines*–student publications, *Pico v. Island Trees*–book censorship).
- Court drawing, court reporting, news broadcasting, or preparing school announcements are additional ways to participate in the activity.
- Discussion on changing school policy could be addressed.

Evaluation:

- Evaluation would include active participation.
- Write an essay, poster, etc. of how privacy affects the student.

Resources:

Print: Center for Law Related Education, court cases
Electronic: Internet research
Additional: Law-Related Education, Nebraska State Bar Association

Strategy: Time line

Theme: Individual Development and Identity

Concept: What are the connections to the individual to time, place, and social/cultural systems?

Activity: Use of time line technique to reflect on individual growth and development.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: II

Outcomes: To reflect on individual growth and development.

Procedures:

- Assign students to research the social, political, economic, religious, and educational events that have happened each year of their lives.
- Demonstrate techniques of time lining by using the teacher's life as a model.
- Hold a class discussion on similarities and differences in student time lines and relate these to local, national, and world events.
- Create a "Me T- Shirt" based on this activity.

Teacher Tips:

- Time line could be in one or multiple layers.
- Time line could have a tie-in to world or national events.
- Be sensitive to student or parental concerns about revealing personal events or information.
- Student drawings or photos could replace writing.
- Students could utilize computerized time lining programs.
- Students could create a video time line.
- Students could do a "Time line of the Future."
- Students could a create a vertical instead of horizontal time line format.

Evaluation:

- Evaluation would appropriately be met by the finished product.

Resources:

Print: family trees
Electronic: computer time line programs
Additional: family interviews

Strategies: Note Taking

Theme: People, Places, and Environments

Concept: How does culture and experience influence people's perception of places and regions?

Activity: Use of lecture and note taking techniques to understand the forces which change a culture.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: II, III, VIII, X

Outcomes: To reflect on the forces which change a culture.

Procedures:

- Pre-teach culture using the concept attainment diagram.
- Teacher will provide one or all of the following: a model of an outline, a partially completed outline of that lecture, or a completed outline of the lecture.
- Give the lecture and check for understanding.
- Collect student notes for evaluation.

Teacher Tips:

- Special education personnel could take model lecture notes on an overhead while the lecture is in progress.
- Students who are unable to master note taking will need to highlight a copy of the lecture, draw pictures, or in other ways indicate a mastery of the topic. Tapes or videos of the lecture may also be done.
- Cue students as to the lecture sources.

Evaluation:

- Completed notes may be used on the test.
- Notes may be evaluated or graded.

Resources:

para-educator to model note taking on the overhead

Strategies: Concept Diagram

Theme: Power, Authority, and Governance

Concept: What are the two major parties in the United States?

Activity: Use of the concept attainment diagram technique to understand democracy.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: I, III, V

Outcomes: To reflect on the nature, definition, and traits of democracy.

Procedures:

- Prepare concept diagram ahead of time.
- Provide a blank concept diagram for each student in the classroom.
- Follow numbered steps on the diagram, i.e., convey concept, offer overall concept, note key words, classify characteristics, explore examples and non-examples, practice with new example, tie down a definition.

Teacher Tips:

- Use several new examples to tie down the definition.
- The definition is based on the "always present" traits. Each definition must include (1) the concept, (2) the overall concept, and (3) the "always present" characteristics.
- Concept diagrams can be used to introduce, conclude, or test over a concept.
- Concept diagram can be a teacher-directed, individual, or a student group activity.
- Concept definition may be expanded to include "sometimes present" or "never present" items if so stated.
- Diagram may be used on the test or be used as a study guide.
- Students may reassemble the diagram that has been previously cut up into information sections by the teacher.
- Teacher may provide a hard copy of the concept to those requesting it.

Evaluation:

- Diagram may be used during the test.
- Students would be able to restate the concept in their own words or pictorially.
- Students would be able to diagram a new concept.

Resources:

Print: diagram taken from Bulgren, et al., *The Content Enhancement Series: The Concept Mastery Routine*. Edge Enterprises, Inc. (KU Center for Research and Learning)

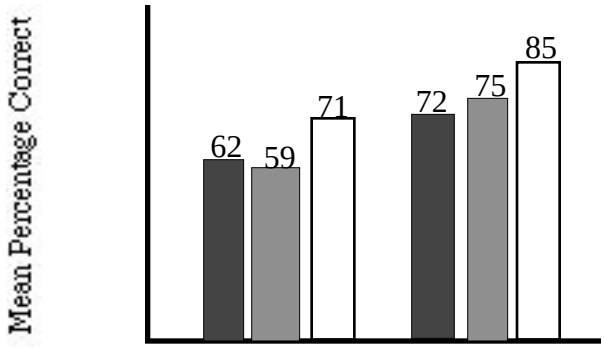
A Sample of a Concept Mastery Routine

A Content Enhancement Understanding Routine

Purpose
To clarify a major concept to be learned (e.g., democracy, colonization).

Steps
CUE: device, routine and goals
DO: Name target concept.
Elicit overall concept.
Discuss examples and nonexamples.
Practice on new example.
Develop a definition.
REVIEW: content and process

Student Performance on Regular Tests



B - Baseline
CT - Concept Training
CTR - Concept Training and Review

CONCEPT DIAGRAM A

1. **C**onvey Concept
2. **O**ffer Overall Concept
3. **N**ote Key Words
4. **C**lassify Characteristics

Mammal 1. Animal 2.

Characteristics Always Present	Characteristics Sometimes Present	Characteristics Never Present
warm-blooded +	can fly	cold blooded
has hair +	live in water	
nurses its young +	can talk	
	walk on 4 legs	

Examples:
human
elephant
whale
bat

duckbill platypus

Nonexamples:
snake
alligator
shark
bird

6. **P**ractice with New Example
7. **T**ie Down a Definition

A mammal is a warm-blooded animal that has hair and nurses its young.

For additional information, contact: Jan Bulgren, Jean Schumaker, Don Deshler, or Keith Lenz at The University of Kansas Center for Research on Learning, 3061 Dole Center, Lawrence, KS 66045.

Strategies: Cooperative Learning

Theme: Production, Distribution, and Consumption

Concept: Why do some goods have more value in one society or region and not in another?

Activity: Use of cooperative learning group techniques to understand the impact of events in one country on another and to make predictions about future events.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: II, III, VI, IX, X

Outcomes: To reflect on the impact of events in one country on another country and to make predictions about future events.

Procedures:

- Pre-teach the group roles–see attached sheet.
- Pre-teach basic economic terminology.
- Assign students to country groups according to multiple intelligences theories–see resource section.
- Teacher will provide list of tasks (i.e., questions to be addressed).
- Do research and group work.
- Students will present results of research in a variety of modes (verbal, posters, charts, webbing, mobiles, news broadcasts, collages, etc.).
- Class discussion using graphic organizers to show traits always, sometimes, and never present in the impact of events in one country on another.
- Have student group find one example of a current foreign event that has had an impact on the local community and present the findings to the entire group.

Teacher Tips:

- Give the students choices wherever possible that reflect their learning preferences.
- Make sure the research is current in order to make valid comparisons.

Evaluation:

- Presentation of country group research.
- Presentation of current event research.
- Group participation roles may be evaluated or graded.
- Student self-evaluation and evaluation of the group processes (see student checklist: Cooperation).

Resources:

Print: checklist for accessing student multiple intelligences (see attachment Student Checklist: Cooperation)
Electronic: CIA Factbook accessed on the Internet

Sample of Small Group Roles

SMALL GROUP ROLES

the **RECORDER**	writes down his/her group's responses on the handout provided, which will then be shared by the reporter.
the **REPORTER**	reports back his/her group's conclusions or results, as recorded on the handout, to the rest of the class.
the **FACILITATOR**	gets the group going and keeps them on task.
the **SUPPLY MANAGER**	gets the necessary supplies, such as handouts, pen, etc., sets up, and takes things back.
the **ENCOURAGER**	gives positive feedback to all members and encourages everyone to participate in the discussion or activity.

Sample Student Checklist for Use in Developing Cooperative Learning Groups*

I contributed my ideas and information.

Always — *Sometimes* — *Never*

I asked others for their ideas and information.

Always — *Sometimes* — *Never*

I summarized all our ideas and information.

Always — *Sometimes* — *Never*

I asked for help when I needed it.

Always — *Sometimes* — *Never*

I helped the other members of my group learn.

Always — *Sometimes* — *Never*

I made sure everyone in my group understood how to do the school work we were studying.

Always — *Sometimes* — *Never*

I helped keep the group studying.

Always — *Sometimes* — *Never*

I included everyone in our work.

Always — *Sometimes* — *Never*

*Adapted from work by D.W. and R.T. Johnson

Strategies: Semantic Mapping

Theme: Science, Technology, and Society

Concept: How have societies shared what they have learned from the use of technology for the common good?

Activity: Use of analyzing, evaluating, and predicting techniques to understand the effects of technology on the quality of life.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: I, II, IV, V, VII, X

Outcomes: To reflect on the impact of technology on the quality of life.

Procedures:

- Assign students to develop a list of technologies (inventions and practices) that have been developed during their lives.
- Generate lists in class by decade of development (verify these lists by additional research).
- Have students pick one item and research its invention, positive and negative effects on self and society, and predict what a person's life would be like without this technology. What are likely to be the next inventions in this technology? What will this technology look like in 20 years?
- Have students develop a time line showing the changes in this technology.

Teacher Tips:

- Invite individuals from other generations to visit class and talk about impacts of technological change on their lives.
- Do a historical montage to depict technological changes.

Evaluation:

- Class presentations of the positive and negative effects of technology.
- Class presentations where students predict what life will be like in the future due to changing technology.

Resources:

Electronic: use of Internet to access information on technology, inventions, and famous inventors

Strategies: VOCAB Modeling

Theme: Time, Continuity, and Change

Concept: How can the same event be viewed differently by individuals and cultures?

Activity: Use of model building techniques to understand or to explain the course of violent revolution.

Intended Student Level for This Example: Middle or Secondary Levels

Connecting Themes: II, III, V, VII

Outcomes: To reflect on the nature of political revolution.

Procedures:

- Present Gustovson's Model on the Stages of Revolution.
- Pre-teach basic revolution terms and definitions.
- Assign students to research the causes of the _____ revolution (United States, French, Russian, or other revolutions).
- Students will work to find examples of events that fit each stage of the model.
- Have a graded class discussion on how the revolution being studied changed that country and the rest of the world.
- Use the VOCAB routine (see attachment).
- Use a variety of materials (clay, paper, etc.) or approaches (music or poems written by student or others) to make a model illustrating the definition or results of political revolution. This may be done individually or in groups.
- Share models with the class.

Teacher Tips:

- Provide students with examples of existing models (words to national anthems, war memorials, art work, dissidence in music, etc.).
- Check with CAD (computer assisted design) instructors about using CAD to create other forms of models.

Evaluation:

- Presentation of student models (have student explain how model defines or depicts revolution).

Resources:

Print: Declaration of Independence, Declaration of the Rights of Man and the Citizen, etc.; Gustovson, Carl G., *A Preface to History;* Brinton, Crane, *Anatomy of Revolution*

Electronic: use Internet to access information on writers, historical documents, and current world events

Additional: movies for motivation might include *1776, Les Miserables, Bags,* etc.

Sample of a VOCAB Routine

VOCAB Routine

This routine can be used as a review or evaluation tool with any list of *related* vocabulary, concepts, terms, etc. with any topic, in any subject area, and at any level.

1. Have students write vocabulary terms on small note cards (or small pieces of paper), one to a card. Lower primary could draw pictures of words).

2. Instruct students to arrange card on a flat surface in any arrangement or diagram that makes sense to them. ***Do NOT Give Students An Example!!***

3. Have students explain to a partner or small group why they put the cards in the arrangement that they did and how the terms relate to that diagram.

4. If they wish, students may make any changes to their diagram.

5. Students then individually explain their diagram to the teacher (para or other adult).

6. Students should keep cards for future review. Additional terms can be added at a later time to expand their diagrams.

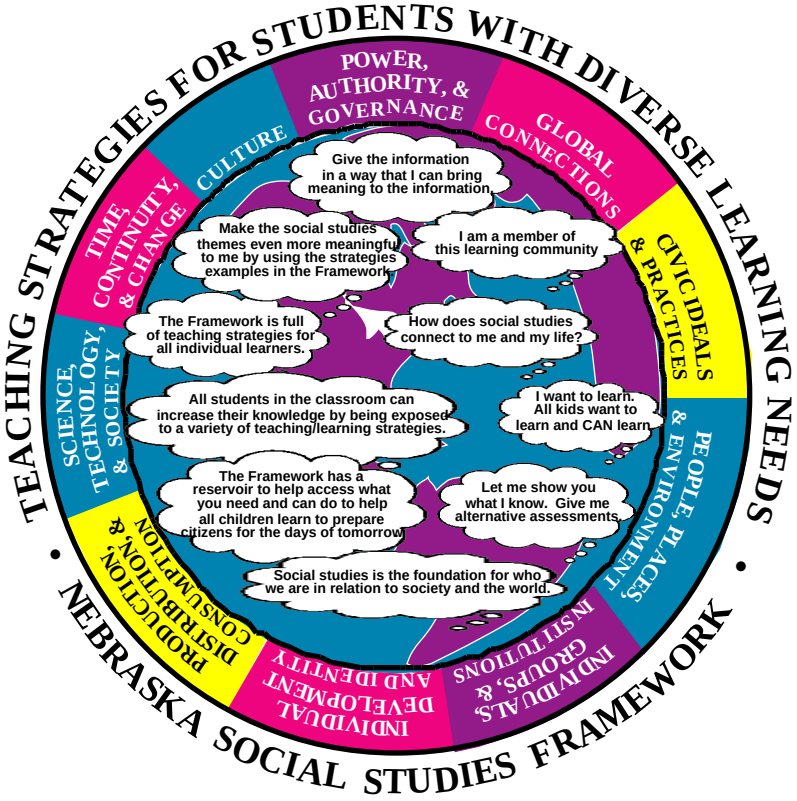
Activity can also be done as a group activity where the group would have to agree upon the arrangement and have a group consensus of the relationship.

GUSTAVSON'S THEORY OF REVOLUTION

Steps of Revolution	*France 1979-1815)*	*Colonial America*
1. **Literary Activity** (activity of writers criticizing existing conditions, satirizing certain practices, and destroying faith in existent institutions		
2. **Widespread Public Dissatisfaction** (widespread public dissatisfaction accompanied by riots, assassinations, and other acts of violence)		
3. **Transfer of Power and Attempts at Reform** (The ruling group is intimidated into making concessions until a transfer of power occurs. If reforms are drastic and split the nation, the moderates lose control and the initiative passes to the extremists.)		
4. **Civil War** (With the extremists in control, the old ruling group attempts to gain control of the government and civil war break outs. The extremists win and are entrenched in power.)		
5. **Attempts to Create Utopian Society** (The extremists attempt to bring into realization their utopian dreams.)		
6. **Return to Normalcy** (Eventually, the people and government attempt to return things similar to the way they were before the revolution.)		
7. **Imperialism** [The new regime (government) embarks upon a career of conquest in the guise of liberating other countries.]		

Adapted from Gustovson, Carl G., *The Preface of History*.

Teaching Strategies for Students with Diverse Learning Needs



Resources

Resources and References

Content Enhancement Series: Lesson Organizer Routine, Unit Organizer Routine, Concept Mastery Routine

Other *Content Enhancement Series* available through KUCRL: Chapter Survey Routine, Concept Comparison Routine, Concept Anchoring Routine

Curriculum Consideration in Inclusive Classrooms, Facilitating Learning for All Students. Susan Stainback and William Stainback. College of Education, University of Northern Iowa. Paul Brookes Publishing, Baltimore, 1992.

Lesson Plans and Modification for Inclusion and Collaborative Classrooms. Teresa VanDover. The Master Teacher, Manhattan, KS.

"When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers." Anne Corn, Iris Martinez. American Foundation for the Blind, New York, New York.

PROJECT ACCOMMODATE, Stanley F. Vasa and Allen L. Steckelberg, Department of Special Education and Communication Disorders, Barkley Memorial Center, University of Nebraska-Lincoln.

VOCAB Routine: University of Kansas Center for Research on Learning, Lawrence, KS

For help in obtaining a consultant to assist with sensory impairment issues, contact: Your Local Educational Service Unit *or* the Nebraska Department of Education, Special Populations Office (402/471-2471).

The following list contains companies who sell social studies products for the visually impaired:

American Printing House for the Blind (APH)
1839 Frankfort Avenue
P. O. Box 6085
Louisville, KY 40206-0085
502/895-2405
800/223-1839
502/895-1509 (Fax)

Independent Living Aids, Inc. (ILA)
27 East Mall
Plainview, NY 11803
800/537-2118
516/752-3135 (Fax)
Tactile Globe
Braille Maps: dual map for blind and sighted

LS&S Group
P. O. Box 673
Northbrook, IL 60065
847/498-9777
800/468-789
800/317-8533 (TTY)
847/498-1482 (Tax)
LSSGRP@aol.com (e-mail)
Large Type World Atlas for Partially Sighted
Raised Line Drawing Kit

Prose & Cons Brail Unit
P. O. Box 2500
Lincoln, NE 68542-2500
402/471-3161 ext. 3373
Braille Maps: Atlas 5 vol.

The Lighthouse, Inc.
36-02 Northern Blvd.
Long Island City, NY 11101-1614
800/829-0500
Hammond Large-Print World Atlas
Tactile Map of U.S.
Tactile Map of Europe
Hi Marks (glue like substance for tactile shapes/lines)
Raised Line Drawing Kit

Recording for the Blind (textbooks on tape)
20 Roszezl Road
Princeton, NJ 08540
800/221-4792

Resources/Training Available

Strategies requiring specific in-service training obtainable through the Nebraska Department of Education Support Cadre (402/472-6297).

Test Taking
First Letter Mnemonics
Sentence Writing
Self-Questioning
Paraphrasing
Visual Imagery
LINCS (Vocabulary Memorization)
Slant

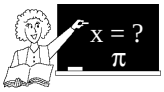
MULTIPLE INTELLIGENCES

Seven abilities or intelligences everyone has. People tend to shine in two-three areas and most struggle to become better in the others.

Linguistic Intelligence

Strengths: capacity to use words effectively, whether orally or in writing
Strategies: learn best by verbalizing, hearing, seeing words

Logical Mathematical Intelligence



Strengths: capacity to use numbers effectively and reason well
Strategies: conceptualize it, quantify it, or think critically about it

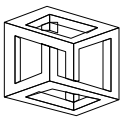
Bodily-Kinesthetic Intelligence

Strengths: expertise in using one's whole body to express ideas and feelings, and facility in using one's hands to produce or transform things
Strategies: dance it, build a model of it, or find some other hands-on activity related to it

Musical Intelligence

Strengths: capacity to perceive, discriminate, transform, and express musical forms
Strategies: sing it, chant it, find music that illustrates it, or put on background music while learning it

Spatial Intelligence



Strengths: ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions
Strategies: draw, sketch, or visualize it

Interpersonal Intelligence

Strengths: ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people
Strategies: work on it with another person or group of people

Intrapersonal Intelligence

Strengths: self-knowledge and the ability to act adaptively on the basis of that knowledge
Strategies: relate it to a personal feeling or inner experience

Provided by Becky Moock, Park Middle School, Lincoln Public Schools, Lincoln, NE.

Adapted from 7 Kinds of Smart and Multiple Intelligences in the Classroom by Thomas Armstrong.

Multiple Intelligences Checklist

This checklist has no right or wrong answers. No one intelligence category is better than others. We all have some intelligences that are stronger and some that are weaker. This checklist will give us clues about how you learn best and also about strengths that may guide you in career choices. Put a check mark beside each item that sounds like you.

Linguistic Intelligence

___ I enjoy reading books.
___ I like to tell jokes and stories.
___ I enjoy word games like Scrabble, anagrams, or crossword puzzles.
___ I am a good speller.
___ English, social studies, and history are easier for me than math and science.
___ I have a good memory for names, places, dates, and/or trivia.
___ I am a good writer.

Logical-Mathematical Intelligence

___ I can compute math problems quickly in my head.
___ Math and science are among my favorite subjects in school.
___ I enjoy games like chess, checkers, and other strategy games.
___ I like working on logic puzzles or brainteasers.
___ I like to think about the way things work.
___ I can double or triple a cooking recipe or other measurement without having to put it down on paper.
___ I believe that most things have a logical, rational explanation.

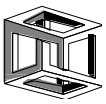
Bodily-Kinesthetic Intelligence

___ I am good at sports.
___ I have a hard time sitting still for very long.
___ I like to take things apart and put them back together again.
___ I like working with my hands in activities such as model-building, sewing, pottery, weaving, carving, or carpentry.
___ I often like to spend my free time outdoors.
___ My best ideas come to me when I'm out for a walk, a jog, or some other kind of physical activity.
___ I frequently use hand gestures when I'm talking to someone.

Musical Intelligence

___ I frequently listen to music.
___ I enjoy singing along to music I hear.
___ I can usually tell when something is off-key.
___ I often make tapping sounds or sing little tunes while working, studying, or learning something new.
___ If I hear a musical selection once or twice, I can usually sing or play it back fairly accurately.
___ I play a musical instrument.
___ I can easily keep time to a piece of music.

Spatial Intelligence



___ I can see clear visual images when I close my eyes.
___ I can read maps, charts, and other diagrams more easily than written directions.
___ I enjoy art activities.
___ I like to solve jigsaw puzzles, mazes, and "Where's Waldo" type puzzles.
___ I tend to doodle or draw on my papers.
___ I like to watch movies, slides, or other visual presentations.
___ I enjoy building three-dimensional constructions with Legos or other supplies.

Interpersonal Intelligence

___ I'm considered a person who other people come to for advice.
___ I prefer group activities to being alone.
___ I like to get involved in social activities at school and in my community.
___ When I've got a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
___ I am concerned about others and how they feel.
___ I consider myself a leader (or others have called me that).
___ I feel comfortable, even with people I don't really know.

Intrapersonal Intelligence

___ I consider myself to be very independent.
___ I prefer to study, work, or play alone.
___ I see myself as a loner (or others see me that way).
___ I have a special hobby or interest that I keep pretty much to myself.
___ I have some important goals for my life that I think about on a regular basis.
___ I would prefer to spend a weekend alone in a cabin in the woods, rather than at a fancy resort with lots of people around.
___ I can accurately express how I'm feeling.

(This checklist was adapted by R. Moock from *MI Checklist* written by Thomas Armstrong, 1992.)

Characteristics of Gifted Students

(*Growing Up Gifted* by Barbara Clark)

1. Extraordinary Quantity of Information, Usual Retentiveness

Need–to be exposed to new and challenging information, to acquire early mastery of basic skills

Organizational Pattern–individualized learning; out of classroom experience

Classroom Strategies–information organized at different levels of difficulty, self check, and pre and post tests, a variety of teaching and learning methods at each level

Possible Problems–boredom with the regular curriculum, impatience with waiting for other students

2. Advanced Comprehension

Need–access to challenging curriculum and intellectual peers

Organizational Pattern–self-selected flexible groupings, opportunities to attend advanced level classes or courses

Classroom Strategies–group discussion on selected topics, independent study on advanced topics of interest, access to advanced materials

Possible Problems–poor interpersonal relationships with other children, adults considering the child rude, a dislike for repetition

3. Unusual Curiosity, Varied Interests

Need–to be exposed and pursue a wide variety of subjects and topics

Organizational Patterns–independent study, mentors, simulations

Possible Problems–difficulty conforming to group tasks, taking on too many projects at once, overextending

4. High Level of Language Development

Need–opportunity to encounter and use increasingly difficult vocabulary and concepts

Organizational Pattern–work with academic peers

Classroom Strategies–write (book, journal, play, television script), read advanced level reading materials, make presentations to other classrooms on an interest area

Possible Problems–seen as a “show off” by peers and adults

5. High Level of Verbal Ability

Need–opportunity to share ideas verbally and in depth

Organizational Pattern–self selected flexible groupings

Classroom Strategies–work on projects of interest to the student that involve communication and an exchange of opinion in a wide variety of ways

Possible Problems–dominates classroom discussions with information and questions deemed negative by teachers and fellow students, use of verbalism to avoid tasks and difficult thinking

6. Unusual Capacity for Processing Information

Need–to be exposed to a large variety of ideas a various levels of complexity

Organizational Pattern–learning centers, assignments, and projects available at many levels in a variety of subjects

Classroom Strategies–projects involving problem finding, problem focusing, problem solving, and research skills

Possible Problems–resents being interrupted, perceived as too serious, dislike of routine and drill

7. Accelerated Pace of Thought Processes

Need–to be exposed to ideas, content, subject matter, at a pace appropriate to an individual pace of learning

Organizational Pattern–individualized curriculum, advanced placement, early entry, off grade classes, cluster grouping

Classroom Strategies–acceleration, self pacing

Possible Problems–frustration with inactivity and the absence of progress

8. Flexible Thought Processes

Need–to be allowed to approach problems and learning in diverse ways

Organizational Pattern–lesson plans

Classroom Strategies–teacher acceptance of flexible thinking, unusual products, open ended assignments, opportunities to do things in different ways, varied instruction

Possible Problems–seen as disruptive or disrespectful to authority and traditions or to the idea of a single right answer

9. Creative (synthesizes, delays closure, sees unusual and diverse relationships, generates original ideas and solution)

Need–to be allowed: to have incubation time, delay closure, "mess around" with materials and ideas, to have creative thinking training

Organizational Pattern–flexibility in deadlines and assignments, individual conferences, integrated curriculum over a large block of time

Classroom Strategies–individual deadlines, continuous progress assessment, present complex problems with out one right answer, a classroom atmosphere (teacher acceptance) of respect for unusual ideas, provide time for thinking and reflection, unstructured periods of time for exploring materials and ideas, problem solving activities

Possible Problems–frustration, being considered "off the subject," considered odd or weird by others, difficulty with conformity, may be penalized for "not following directions," may deal with rejection by becoming rebellious

10. Ability to Think in Abstract Terms and Form Concepts

Need–to be exposed to abstractions, to have the opportunity to form generalizations, to use and design conceptual frameworks, to seek order and consistency, to develop a tolerance for ambiguity

Organizational Pattern–individual contracts, learning centers, access to the community, small group work, an opportunity to spend time with experts in the students' areas of interest

Classroom Strategies–inquiry skills, opportunities to analyze their own learning, communication, and decision making, individualized projects, integrated curriculum, simulations

Possible Problems–rejection or omission of detail, questions other's generalizations include teachers, frustration with other student's lack of ability to understand concepts or generalizations

11. An Evaluative Approach to Others and Themselves

Need–to be exposed to people of varying abilities and talents, to set realistic short terms goals, to develop skills in data evaluation using criteria, to develop skills in decision making and problem solving

Organizational Pattern–flexible grouping, individualized learning

Classroom Strategies–self evaluation and cooperative evaluation experiences, experience and practice in goal setting and goal evaluation, experience and practice in decision making and problem solving

Possible Problems–perceived as elitist, conceited, superior, too critical, becoming discouraged from self-criticism, timid, won't try new areas, fear of failure, seen as too demanding, compulsive, friends can't live up to gifted student's standards, intolerant of students of lesser abilities

12. Persistent Goal-Directed Behavior

Need–to pursue interests beyond the allotted time, to set and evaluate priorities

Organizational Pattern–flexible scheduling, individualized instruction

Classroom Strategies–self selected projects, developing interests

Possible Problems–perceived as stubborn, willful, uncooperative

13. Large Accumulation of Information about Emotions that Has Not Been Brought to Awareness

Need–to process the emotional meaning of experience, to become aware of emotions of self and others

Organizational Pattern–learning centers, individual activities, small discussion groups, whole class discussion

Classroom Strategies–task cards and group discussion about emotions and feelings, awareness exercises

Possible Problems–vulnerable to criticism of others, high level of need for success and recognition, perfectionism

14. Keen Sense of Humor (gentle or hostile)

Need–to learn how one's behavior affect the feelings of others

Organizational Pattern–whole class and group discussions

Classroom Strategies–exercises and activities that help students understand humor

Possible Problems–use of humor for critical attack upon others resulting in damage to interpersonal relationships

SELECTED PORTIONS OF TITLE 92 NEBRASKA DEPARTMENT OF EDUCATION CHAPTER 51 REGULATIONS AND STANDARDS FOR SPECIAL EDUCATION PROGRAMS

003 Definition of Terms

01 Adjusted average per pupil cost of the preceding year shall mean the amount computed by dividing the total instructional expenditure, excluding special education expenditures, by the preceding year's average daily membership as reported in the annual finance report. The costs of sectarian instruction shall not be included in determining the adjusted average per pupil cost of the preceding year and the computation shall be subject to audit by appropriate state agencies. (See 92 NAC 51 011.)

02 Agency contracting for services coordination shall mean the agency identified by each regional interagency planning team which assumes the responsibility to deliver the entitlement of services coordination in the region through a contract with the Department of Social Services.

03 Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

04 Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. The term includes the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by a child with a disability; selecting designing, fitting, customizing, adapting, applying, retaining, repairing or replacing of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for a child with a disability, or if appropriate, that child's family; and training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the individual with a disability.

05 Below age five shall mean those children who have not reached their fifth birthday on or before October 15 of the current school year.

06 Caseload shall mean the number of students with verified disabilities served by any one professional staff member at a point in time.

07 Categorical program shall mean a special education program setting in which services are provided to children with the same disability.

08 Children with disabilities shall mean those children who have been verified by a multidisciplinary evaluation team as per 92 NAC 51 006 as children with autism, behavior disorders, deaf blindness, hearing impairments, mental handicaps, multiple

disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services. The terms used in this definition are defined as follows:

08A Autism shall mean a developmental disability which significantly affects verbal and nonverbal communication and social interaction, generally evident before the age of three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability category "behavioral disorder."

08B Behavioral disorders shall mean:

08B1 A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects the child's educational performance or, in the case of children below age five, development;

08B1a An inability to learn which cannot be explained by intellectual, sensory, or health factors;

08B1b An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

08B1c Inappropriate types of behavior or feelings under normal circumstances;

08B1d A general pervasive mood of unhappiness or depression; or

08B1e A tendency to develop physical symptoms or fears associated with personal or school problems.

08B2 The term includes children with schizophrenia. The term does not include children with social maladjustments, unless it is determined that they have behavioral disorders. This term parallels the federal definition of seriously emotionally disturbed.

08C Deaf blindness shall mean concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or blindness.

08D Hearing impairments shall mean a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects development or educational performance. Hearing impairments shall also mean a hearing impairment, whether permanent or fluctuating, which adversely affects a child's development or educational performance. This term parallels the state and federal definitions of hearing impairments including deafness.

08E Mental handicap shall mean significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's development or educational performance.

08F Multiple disabilities shall mean concomitant impairments (such as mental handicap visual impairment, mental handicap orthopedic impairment, etc., the combination of which causes such severe developmental or educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include children with deaf blindness.

08G Orthopedic impairments shall mean a severe orthopedic impairment which adversely affects a child's development or educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

08H Other health impairments shall mean:

08H1 Having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's development or educational performance.

08I Specific learning disability shall mean a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities; of mental handicaps; of behavioral disorders; or of environmental, cultural, or economic disadvantage.

08J Speech language impairments shall mean a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's development or educational performance.

08K Traumatic brain injury shall mean an injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

08L Visual impairment shall mean a visual impairment which, even with correction, adversely affects a child's development or educational performance. The term includes both partially seeing and blind.

09 Complaint shall mean a written statement, submitted to the Department of Education, Special Education Office, alleging a specific violation of state and federal rules and regulations by a school district or service agency.

10 Consent shall mean that the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; that the parent understands and agrees in writing to the proposed activity; that the consent includes a description of the proposed activity and a list of records (if any) which will be released and to whom they will be released and the parent understands that the granting of consent is voluntary and may be revoked at any time.

11 Cooperative shall mean two or more school districts or an Educational Service Unit approved by the Department of Education to jointly perform special education functions, including receipt of special education payments.

12 Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

13 Developmental delay for infants and toddlers shall mean any of the disability classifications or conditions specified in 92 NAC 51 006.

14 Early childhood special education (ECSE) programs shall mean special education programs and related services designed to serve children with verified disabilities below age five.

15 Education records means those records that are directly related to a student which are maintained by an educational agency or institution or by a party acting for the agency or institution. This term parallels the definition contained in the regulations implementing the Family Rights and Privacy Act of 1974.

16 Evaluation shall mean procedures used to assist in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade, or class.

17 Excess cost shall mean the difference between: (1) the total allowable cost of the special education programs excluding residential care, and (2) the number of students (full time equivalency) in the special education program multiplied by the adjusted average per pupil cost of the resident school district of each child for the preceding year.

18 Free appropriate public education shall mean special education and related services which are provided at public expense, under public supervision and direction, at no cost to parents and in conformity with an individual education program or individualized family service plan which meets the requirements of 92 NAC 51 007, which meets the standards of the state, including the requirements of this rule and includes birth to age five, elementary or secondary school education.

19 Full time equivalency (FTE) shall mean the amount of time an individual staff member spends in his or her position assignment as it relates to the total time in the work week defined for that position by each district.

20 Independent educational evaluation shall mean an evaluation conducted by a qualified professional who is not employed by the school district responsible for the education of the child in question.

21 Individual education program (IEP) shall mean a written statement for a child with verified disabilities that is developed and implemented in accordance with 92 NAC 51 007.

22 Individual Family Service Plan (IFSP) shall mean a written plan for providing early intervention services to a child with a disability age birth through age two and the child's family that is developed and implemented in accordance with 92 NAC 51 007.

23 Infant or toddler with disabilities shall mean a child, two years of age or younger, who experiences developmental delays in one of the following areas: cognitive development, physical development (including vision and hearing); communication development; social or emotional development; or adaptive development. Toddlers who reach age three during the school year shall remain eligible throughout that school year.

24 Level I special education support services shall mean special education services provided to students who require an aggregate of not more than three (3) hours of such services per week. Level I special education support services may be provided for or contracted for and shall include all administrative, diagnostic, consultative, and vocational adjustment counselor services. Administration, diagnostic services, and special education staff consultation with other staff shall not be included in the computation of hours of services provided to a student each week.

25 Level I and Level II Combination Special Education Services shall mean those special education programs which serve both Level I and Level II students in a combined program.

26 Level II Special Education Services shall mean those special education and related services which are provided outside of the regular class program for a period of time exceeding an aggregate of three hours per week.

27 Level III Special Education Contractual Services shall mean those special education and related services provided in an educational setting not operated by the resident school district whose rates are approved by the Department of Education. This shall mean special education and related services provided for a period of time exceeding an aggregate of three hours per week.

28 Life support equipment shall mean equipment used to maintain or sustain life functions.

29 Multicategorical program shall mean a special education program setting which provides services to any combination of categories of students with disabilities.

30 Multidisciplinary evaluation team (MDT) shall mean a group of persons whose responsibility is to evaluate the abilities and needs of a child referred for evaluation and to determine whether or not the child meets the eligibility criteria in 92 NAC 51 006.

31 Notice shall mean written information provided to the parent of a child with disabilities before the school district proposes or refuses to initiate or change identification, evaluation, or educational placement of a child or the provision of a free appropriate public education.

32 Paraeducator shall mean an individual who serves under the supervision of a certificated or licensed staff member as an assistant in the educational process or residential care staff under the supervision of certificated staff and defined in 92 NAC 51 010.

33 Parent shall mean a parent, a guardian, a person acting as a parent of a child, or a surrogate parent who has been appointed for a child with disabilities. The term does not include the state if the child is a ward of the state.

34 Person acting as a parent shall mean a person acting in the place of a parent, such as a grandparent or stepparent with whom a child lives, as well as persons who are legally responsible for a child's welfare.

35 Personal equipment and supplies shall mean items necessary for daily life activities occurring outside the requirement of the IEP or IFSP which are generally expected to be the responsibility of parents.

36 Personally identifiable means that information includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number, or a list of personal characteristics or other information which would make it possible to identify the child with reasonable certainty.

37 Program variance shall mean the discrepancy that exists when the number of children assigned to professional staff member deviates from the approved number of children stated in 92 NAC 51 005.

38 Referral shall mean the submission of a request for an individual evaluation of a child suspected of having a disability.

39 Related services shall mean transportation and such corrective developmental, and other supportive services as required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

40 Residential care shall mean food and lodging and any other related expenses which are not part of the education program, but such care shall not include expenditures for medical or dental services. (See 92 NAC 53.)

41 School age programs shall mean special education programs and related services designed to serve children with verified disabilities from age five to age twenty one. Children who have reached their fifth birthday prior to October 15 shall be considered school age.

42 Service agency shall mean the school district, educational service unit, local or regional office of mental retardation or some combination thereof, or such other agency approved by the Department of Education as may provide a special education program including an institution not wholly owned or controlled by the state or a political subdivision.

43 Services coordination shall mean a flexible, individualized process of interaction facilitated by a services coordinator to assist a family of an eligible infant or toddler with disabilities within a community to identify and meet the child's and family's needs through coordination of informal and formal supports.

44 Service provider shall mean an individual or service agency, excluding a school district or approved cooperative, provisionally approved by the Department of Education.

45 Special education shall mean specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a verified disability, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions. The term includes speech pathology, occupational therapy and physical therapy if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

46 Student assistance team (SAT) shall mean a group of persons utilizing problem solving and intervention strategies to assist the teacher(s) in the provision of general education.

47 Surrogate parent shall mean an individual appointed by the school district to act in place of a parent in safeguarding a child's rights in the special education decision making process.

48 Transition services means a coordinated set of activities for a student, beginning no later than age 16 or younger, if appropriate, designed within an outcome oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing or adult education, adult services, independent living, or community participation.

49 Ward of any court shall mean any minor child who, by virtue of a court order entered by a court of competent jurisdiction, has been adjudicated to be a ward of the court.

50 Ward of the state shall mean any minor child who, by virtue of a court order, entered by a court of competent jurisdiction, has been adjudicated to be a ward of the state.