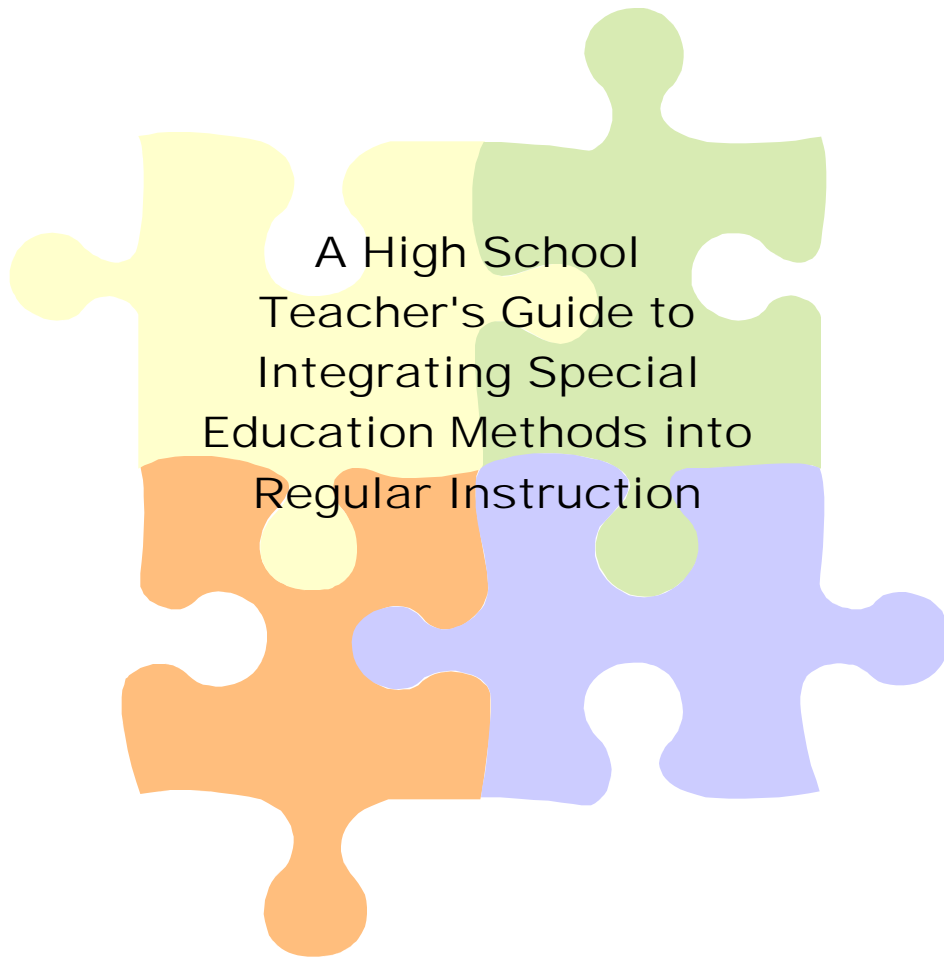


Chicago Teacher Collaborative



DePaul University School of Education and
Center for Urban Education
Funded by the U.S. Department of Education,
Office of Special Education Programs

Printed in Chicago: September 2000
By the Center for Urban Education of
DePaul University

Quotes from 1999-2000 Chicago Teacher Collaborative Participants

"This program made me more aware of simple strategies that I can implement to improve instruction with all the students."

"The general ed. and special ed. teachers really do the same thing."

"I often feel rushed to get through the 45 minute class and at the same time I use new techniques for individualizing lessons and behavioral management."

"I began taking a closer look at how I was presenting information and responding to students."

"Developing a cheerful tolerance for noise and movement is essential for a successful LRE environment."

"Helping LRE students use graphic organizers to complete their learning logs to overcome word shyness. Teaching of critical thinking through problem solving in small groups--these adaptations for LRE students benefit all, including the regular ed. students."

"A variety of lesson modifications are needed within one class to meet the needs of the variety of student levels."

"I need to have confidence in my ability as a regular education teacher--I need to believe that I don't really need special or extensive training to deal with students with disabilities."

"I presented the overall concept and made adjustments. As the class progressed, I changed my strategies to meet the needs of the students."

"Applying multi-modal techniques generally increased participation and decreased classroom management problems and disruptive behavior."

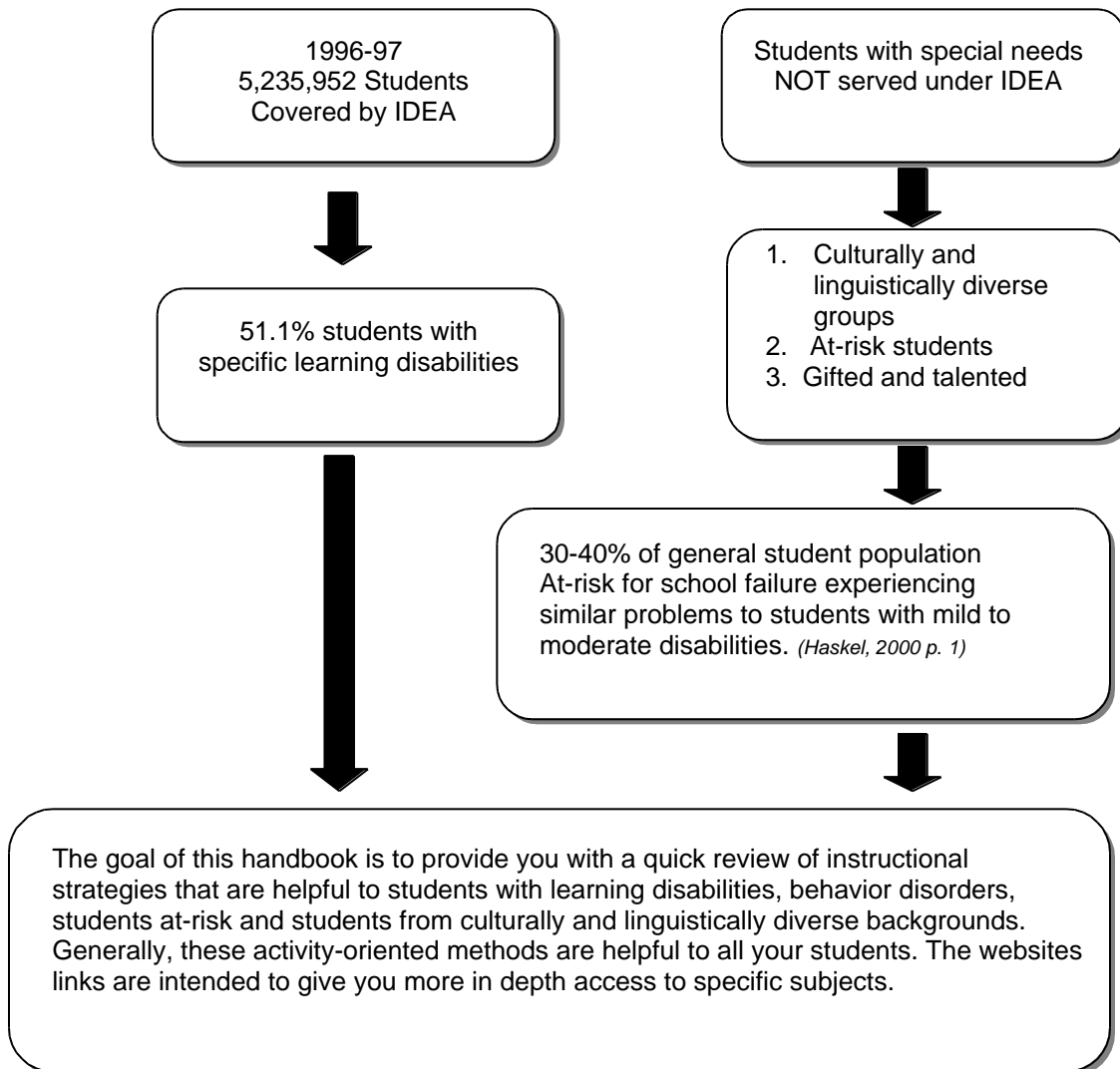
"I modified my lesson plans for special ed. students. I gave to all of them extra time to complete their projects. I gave them less work for specific projects that were difficult for regular ed. students. Behavior: I made personal relationships with all the kids."

Why do we need an Inclusion Handbook?

The 1997 Individuals with Disabilities Education ACT (IDEA) mandates that students with disabilities be placed in the "least restricted" educational environment in which they can fully learn.

Specific learning disability means, "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."

(U.S. Office of Education, 1997 pp. 65082-65085)



Common Characteristics* of Students with Learning Disabilities

Social-Emotional Behavior

- Disruptive
- Withdrawn
- Difficulty adapting to new environments
- Frequent absences from school
- Poor social skills
- Depressed/Anxious
- Low self esteem
- Low motivation

Low Academic Achievement

- Math
- Language
- Spelling
- Writing
- Reading
- Handwriting
- Finding appropriate word when needed
- Problems with grammar

Attention, Memory & Perception

- Memory
- Attention
- Hyperactivity
- Distractibility
- Listening
- Difficulty remembering directions or facts
- Difficulty in generalizing information

Thinking and Reasoning Abilities

- Lacks learning strategies
- Needs to learn how to learn
- Does not self-regulate while learning
- Lacks organizational skills

*Students may exhibit one or more of these characteristics

(Mercer and Mercer, 2001 pp.7-8 and Mastropieri and Scruggs, 2000 pp. 80-83)

Basic Principles for Inclusion



Whole to Parts
Hands on Learning
Organize information visually
Learning Styles Focus
Immerse the senses
Seek patterns and connections
Technology assistance
Integrate skills into context
Concrete to abstract

(Winebrenner 1996, p. 54)

Student/Teacher Collaboration

- Provide a positive and welcoming learning environment.
- Be aware that students may need time to understand teacher expectations and routines.
- Use activities to get to know students individually.
- Find ways to link curriculum to students' interests.
- Present lessons in a variety of ways to insure student comprehension.
- Use organizational checklists and assignment notebooks to help with student organization and accountability.
- Model thinking skills and develop "thinking" vocabulary to help students talk about their own thinking strategies.
- Talk about learning styles.
- Have behavior management strategies in place.
- Use visual supports.

Parent/Teacher Communication




- Be proactive: contact parents early in the school year.
- Find ways to communicate with parents.
- Set a goal to contact a certain number of parents each week.
- Contact parents through quarterly postcards.

Special Education/General Education Teacher Collaboration

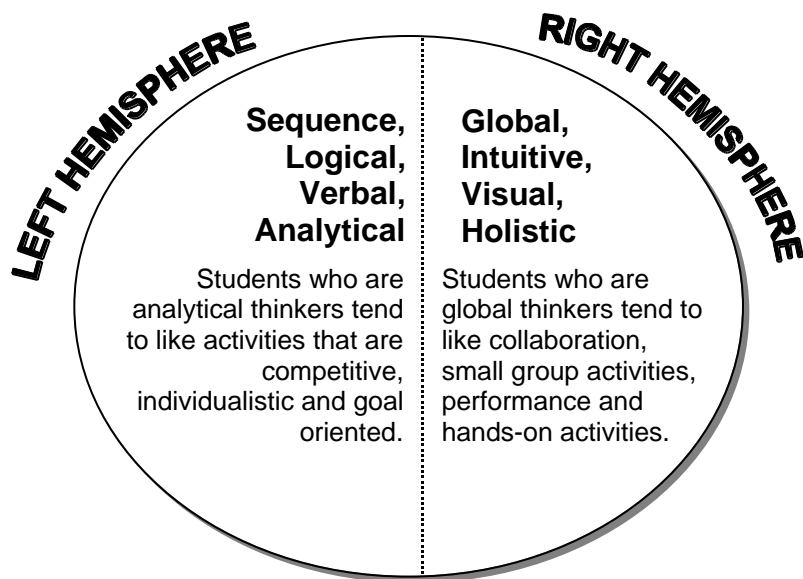
- Find ways to communicate effectively about your students
- Be aware of each other's workloads and time constraints.
- Tips on ways teachers can work effectively: <http://ericec.org/faq/regsped.htm>

Learning Style Focus

- Does the student know both his strengths and his weaknesses?
- Does the student know her preferred learning modality?
- Visual learner, auditory learner, or a tactile/kinesthetic learner
- Global or analytical thinker
- Howard Gardner's Theory of Eight Intelligences

 Visual Learner	 Auditory Learner	 Tactile Learner
Learns by seeing. Student needs to visualize idea in order to understand what he needs to learn.	Learns by listening.	Learns by touching and moving.

Global vs. Analytical Thinkers



(Winebrenner, 1996 p. 43)

Howard Gardner's Theory of the Eight Intelligences

- Facilitates curriculum planning.
- Allows students to demonstrate knowledge in area of strength and interest.
- Improves student motivation.
- Description of Howard Gardner's Theory of Multiple Intelligences:
<http://ericae.net/pare/getvn.asp?v=5&n=10>

Activities to Accompany the Eight Intelligences

<p style="text-align: center;">Linguistic Intelligence "Word Smart"</p> <p><i>Reading, Talking, Writing and Spelling</i></p> <ul style="list-style-type: none"> ○ Create a poem ○ Write a story ○ Teach ○ Perform an interview ○ Debate ○ Spelling ○ Write a letter to the editor ○ Make a time-line 	<p style="text-align: center;">Logical-Mathematical Intelligence "Numbers/Reasoning Smart"</p> <p><i>Numbers, Math, Science & Computers</i></p> <ul style="list-style-type: none"> ○ Do a project using the computer ○ Play chess ○ Create word problem questions ○ Use the scientific process ○ Teach technology ○ Create graphs
<p style="text-align: center;">Spatial Intelligence "Picture Smart"</p> <p><i>Drawing, Puzzles, Maps & Art</i></p> <ul style="list-style-type: none"> ○ Create a bulletin board ○ Create a mural ○ Draw a time-line ○ Create a puzzle ○ Draw a map of the United States or the world on your playground ○ Create a cartoon strip as a culminating activity to your unit ○ Draw the scenery to another group's drama presentation 	<p style="text-align: center;">Musical-Rhythmic Intelligence "Music Smart"</p> <p><i>Music, Sounds, Rhythm & Singing</i></p> <ul style="list-style-type: none"> ○ Perform a dance/song or rhythm from your history lesson ○ Perform a cultural dance representing your neighborhood or heritage ○ Create a musical time-line
<p style="text-align: center;">Bodily-Kinesthetic Intelligence "Body Smart"</p> <p><i>Sports, Dance, Movement & Theatre</i></p> <ul style="list-style-type: none"> ○ Perform a dance ○ Perform a play ○ Act out a moment in history ○ Simulate a part of the political process ○ Sports 	<p style="text-align: center;">Interpersonal Intelligence "People Smart"</p> <p><i>Meditation, Influencing Others & Leadership</i></p> <ul style="list-style-type: none"> ○ Cooperative grouping ○ Conflict resolution mediator ○ Small group activities ○ Join a school club ○ Run for student government
<p style="text-align: center;">Intrapersonal "Self Smart"</p> <p><i>Goal Oriented, Understanding Self & Journal Writing</i></p> <ul style="list-style-type: none"> ○ Cooperative learning ○ Join a school club ○ Run for student government ○ Small group work ○ Inner reflection ○ Learning logs ○ Reading books on topics of your choice ○ Journal writing 	<p style="text-align: center;">Naturalist "Nature Smart"</p> <p><i>Knowledge of the Natural World Ability to Classify Natural Phenomena</i></p> <ul style="list-style-type: none"> ○ Hands-on science activities ○ Plant/animal observations ○ Nature field trips ○ Make a nature book ○ Geography project

(Brualdi, Amy C., 1996)

Instructional Strategies

Use Organizers to Introduce and Conclude Lessons

- Use blackboard or overhead projector to state objectives of lesson or activity.
- Use visual aids to guide students through the lesson.
- Summarize main points at the end of the lesson.

Use Prompts

- Make transitions clear and let students know what is coming next.
- Teach transition vocabulary.

Graphic Organizers

- Use graphic organizers to chart student comprehension.
 - Time lines
 - Diagrams
 - Flowcharts
 - Pyramid designs
 - Cartoons
 - Pictures
 - Advance organizers
 - Herringbone charts
 - Webs
 - Chapter maps

See *The Reading Teacher's Book of Lists*

Concept Maps

- Alternative to note taking or outlining.
- Students think about content and organize it in a meaningful way to them.
- Improves students' ability to categorize, organize and integrate new information.
- Whole to parts
- Time on task improves student retention of material.
- Gives the teacher a chance to see and discuss students' thought process as shown through drawing and linking of map.
- Demonstrates new areas of learning or misunderstanding of new material.

(Haskel, 2000 p. 3)

Use Center for Urban Education's *Organizing to Learn = Learning to Organize*

http://www.to.utwente.nl/user/ism/lanzing/cm_home.htm

Review listening skills

- Teach listening skills.
 - **See, Say and Repeat:** Include visual support along with your verbal directions and then have a student explain the directions in his own words.
 - **The Last Word:** During an oral direction, stop near the end of the directions and have the students predict the last word or phrase. (Choate, 2000 p. 63)
 - **Misfits:** Read a short passage to students. In each selection, include 1-2 humorous, almost logical, and/or socially inept elements that are inappropriate. Have students identify and explain the misfits. This activity can be used to provide enjoyable listening experiences, build context skills and shape social skills.
 - **Listen and Sum:** Routinely have students briefly retell in their own words what you read aloud or say. This strategy increases attention, reinforces content, builds important

summarizing skills, and provides a second chance for students to hear and to check their understanding.

- **5 R's:** Check that I **R**eally understand. **R**elate the information to something I already know. **R**eplay what I understand so far if that helps. **R**eorganize the known and identify the gaps. Consult a **R**esource or ask for help.

(Choate, 2000 p. 117)

- Encourage student to summarize and repeat in own words.
- Use checklist to help student self-regulate attention and behavior.

Memory Building

- Teach students how to organize and associate information.
- Use concrete examples, pictures and imagery to make a point.
- Increase meaningfulness i.e., if teaching about the scientific process do an experiment using the scientific process.
- Have student repeat information after hearing it or reading it.
- Teach students to visualize concept in order to better understand and memorize.
- Break down information into smaller parts.

(Mastropieri and Scruggs p. 330)

See *The Reading Teacher's Book of Lists*

Mnemonics

- Use mnemonic devices to remember information.
- Have students create their own mnemonic strategies.
- Improves student study skills.
- **HOMES** Great Lakes = Lake **H**uron, Lake **O**ntario, Lake **M**ichigan, Lake **E**rie and Lake **S**uperior
- **ROY G BIV** = Colors of the rainbow **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo and **V**iolet

See *The Reading Teacher's Book of Lists*

www.premiumhealth.com/memory

Study Guides

- Lists major concepts to be covered with space for student to add notes
- Improves organization
- Improves memory
- Improves note taking skills
- Improves study skills

See *The Reading Teacher's Book of Lists*

Improving Study Skills

- Discuss study skills strategies as you are teaching.
- Discuss self-monitoring strategies.
- Teach students to stop and summarize information into their own words.
- Use a written checklist for student to review study skills.
 - **The 5 R's:**
 - Check that I **R**eally understand.
 - **R**elate the information to something I already know.
 - **R**eplay what I understand so far to see if that helps.
 - **R**eorganize the known and identify the gaps.
 - Consult a **R**esource or ask for help.

(Choate, 2000 p.117).

<http://www.howtostudy.com/topten.htm>

Develop Note-taking skills

- Give student a note-taking format to follow.
- Use prompts to let students know what is important.
- Teach how to abbreviate and to write quickly and legibly.
- Use abbreviation list in *The Reading Teacher's Book of Lists*.
- Emphasize how important it is to review notes and fill in any information that is missing after class.
- Correct spelling after class.
- Use a tape recorder.
- Share notes with a peer tutor.
- Teach "The 3 and 5 R's" Strategies:

The 3 R's:

- Review previous lecture notes and materials before class.
- Read materials for class before class.
- Relate the lecture topics to other known information.

The 5 R's:

- Record important facts and details.
- Reduce notes to short phrases.
- Recite the important information in your own words.
- Reflect on the notes and add any other important information.
- Review all notes and information.

(Mastropieri and Scruggs 2000 p. 358)

- The LINKS strategy:
 - Step One: Listen for key cues from the teacher.
 - Listen
 - Identify cues
 - Note
 - Key words
 - Stack information into outline form

Step Two

- Write words, not complete sentences.
- Abbreviate words.
- Do not use any punctuation.
- Draw a line through an error rather than erase.
- Allow extra space to add more information.
- Use synonyms.

(Mastropieri and Scruggs 2000, p. 356)

<http://cuip.uchicago.edu/www4teach/98/teams/Peerpals/home.htm>

<http://www.ucc.vt.edu/stdysk/cornell.html>

Reading Strategies

Use *Reading with Structure* from The Center for Urban Education.

Reading Strategies for Textbooks

- Describe how textbooks are organized and how to find specific information.
- Use a graphic organizer and checklist to help student with this process.

Modifications

- Use materials of different reading levels.
- Modify length, time, or difficulty of assignment and assessment.
- Give the student a chance to redo assignments.
- Give the student the opportunity to choose test format. (i.e. written or oral).

- Break down concepts and important points that lead to the "big idea".
- What are the essential concepts students need to know? What are the basic steps to get there?
- Place practice work in student review area of the classroom.
- Use educational software for student review.

Homework

- Homework should be a review of the day's work.
- Have examples for student to follow.
- Modify for length, time or difficulty.

Spelling

- Use multiple strategies to teach spelling.
- See Spelling Styles Chart.
- Play spelling games.
- Use mnemonic strategies to teach spelling:
 - **Look, Say and See**
 - Look at the word, say it, and see it in your mind.
 - Copy the word;
 - Look, say and see;
 - Write the word without looking;
 - Check, look, say and see;
 - Write the word without looking.

(Choate, 2000 p. 229)

See *The Reading Teacher's Book of Lists*

Vocabulary Building

- Use *Meet the Vocabulary Challenge* handbook from the Center for Urban Education.

Learning Centers for Student Review

- Provide an area to promote independent student learning.

Activity Based Instruction

Inquiry Oriented Lessons

- Meets the learning style of the student
- More hands-on
- More active participation
- Emphasizes cognitive thinking skills

Cooperative Learning

- **Jigsaw Model** where each member of the group learns a portion of the material and then teaches it to the rest of the group.
- **Full Option Science System (FOSS)** model for mixed ability groups.
- Cooperative learning activity involves 4 students working together and taking turns with the following roles.
 1. **Reader:** this student reads all print directions.
 2. **Recorder:** this student records data, observations, predictions and estimations.
 3. **Getter:** this student assembles all of the necessary materials.
 4. **Starter:** this student oversees manipulations of the materials and ensures that all members have equal opportunity at using the hands-on materials.

<http://www.nwrel.org/msec/pub.html> Download *It's Just Good Teaching: Mathematics and Science Instruction for Students with Learning Disabilities*. Scoring guides using rubrics are also available on-line.

See *The Reading Teacher's Book of Lists* for "teamwork" roles and checklist.

Integrated Units

- Students prefer working on a project for longer periods of time rather than stopping and starting several short lessons.
- Connects student to real world situations.
- Student able to generalize knowledge.
- Increases time on task.
- Increases creativity on the part of the teacher and the students.
- Increases teacher enthusiasm.
- Use video presentations to meet objectives of the unit.
- Assessments can reflect student work rather than the textbook's paper and pencil tests.

See *The Reading Teacher's Book of Lists*.

Classwide Peer Tutoring (CWPT)

- Practical and easy to use.
- Students learn more by doing/teaching.
- Students prefer working with other students.
- Increases time on task.
- Allows teacher to observe and help all students, not just focusing on 1 or 2 students in need.
- Promotes social and academic skills.
- Improves performance on standardized tests.
- Allows students to respond and receive immediate feedback regarding their performance.
- Increases student learning opportunities.
- The use of "Tutor and Tutee" checklists makes the students more accountable and helps the teacher monitor student performance.

Games

See *The Reading Teacher's Book of Lists* for a variety of educational games.

Hands-on Activities

See *The Big Book of Books and Activities* for ideas on how to create books, posters and bulletin boards with simple resources from your classroom.

Use *Make Intelligence Visible: Display Learning* from the Center for Urban Education.

Alternative Assessment Techniques

Curriculum Based Assessment

- Create assessment before, during and after unit in order to monitor individual student progress, thinking skills and comprehension.
- Provides learners with more than one way to be assessed: written, performance based, verbal or through drawings.
- Helps teacher monitor effective instructional strategies.
- Assess student progress during unit in order to make modifications if necessary.
- Weekly graph shows student progress.

<http://www.vanderbilt.edu/kennedy/about/index.html>

Authentic Assessment

- Student produces project to show mastery of concept.
- Does not emphasize paper and pencil skills in which student may be deficient.
- Fits student learning style.
- A change of pace from the regular written tests.

Portfolios

- Promotes student involvement.
- Shows student work and progress.
- Closely matches objectives of the class.
- Hands-on activities and performances included.
- An alternative to written tests.
- Gives student a chance to reflect on his work

Performance-Based Assessment

- Teachers interact with students as they work and assess students' completed assignment.
- Shows what students can do, not just what they know.
- Shows student's thought process.
- Emphasizes problem solving or completing complex tasks.
- Math and science <http://www.nwrel.org/msec/mpm/developing.html>

Rubrics

- Establishes guidelines.
- Sets standard for grading.
- Increases objectivity.

See *The Reading Teacher's Book of Lists*

Test Taking Skills

- **Blurt**-Immediately blurt or outline the essential information you might forget;
- **Imagine**-Imagine yourself acing the test and know that you can;
- **Answer**-Answer easy questions first and then go back to harder ones;
- **Look**-Look for key terms that signal answers or expectations;
- **Certain**-Make certain you have answered all questions.

(Choate, 2000 p. 117)

See *The Reading Teacher's Book of Lists*

Behavior

- Let students know that you are aware of what is happening in your classroom.
- Have a few rules and be consistent in enforcing them.
- The rules are fair and clear to students and teachers and administration.
- Be consistent and let students know the consequences for not following them.
- Praise appropriate behavior.
- Identify behavior that needs to be improved.
- Identify new behaviors to be developed, provide opportunities to practice them.
- Use teaching strategies that promote positive academic and social behavior success.
- Have fun and use humor in your classroom, it promotes a positive learning environment.
- Work with administration and specialty staff on individual plans for students in need.

(ERIC Digest #518)

Special Education Related Web Sites

Chicago Teacher Collaborative Web site

DePaul University School of Education and
Center for Urban Education
Sponsored by the U.S. Dept. of Education
Office of Special Education
This site includes definitions of learning disabilities.
<http://www.chicagoteachercollaborat.Homestead.com/ctc2000.html>

Helpful web sites with many links for teachers

One Stop Surfing

The IDEA Practices Web site <http://www.ideapractices.org>
Subscribe now and receive the monthly e-mail newsletter, IDEAnews. This site is eager to provide timely and helpful information to teachers and families. IDEA Practices and IDEAnews are services of the ASPIIRE and ILIAD projects, two of four national IDEA Partnership Projects funded by the U.S. Department of Education, Office of Special Education Programs. Other web site links include:

IDEA online newsletter
<http://www.ideapractices.org/IDEAnewsonline.htm>

The first online database of experienced special education mediation and conflict resolution trainers and consultants.
<http://www.directionservice.org/cadre/trainers/>

Reading Excellence Act Program
<http://www.ed.gov/offices/OESE/REA/overview.html>

The National Institute for Urban School Improvement
Download "Improving Education--The Promise of Inclusive Schooling"
<http://edc.org/urban/publicat.htm>

Join an on-line conversation about "Inclusive Approaches to Schooling" with educators from around the globe.
<http://www.edc.org/urban/forums.htm>

The Federal Resource Center for Special Education makes it easy to find information and resources on OSEP monitoring. Resources on promising practices will be available soon.
<http://www.dssc.org/frc/nmpp/index.htm>

The Federal Resources for Educational Excellence (FREE) website includes resources for art, language arts, math, science, physical education & social studies. It links to the ERIC clearinghouse and hundreds of other learning resources from 40+ federal organizations available and searchable in one place.
<http://www.ed.gov/free/>

ERIC Clearinghouse on Disabilities and Gifted Education
Frequently Asked Questions (FAQs) is a good place to start.
If you can't find it, AskERIC will help you find it.
<http://ericec.org>

Gateway of Educational Materials (GEM)

Sponsored by the U.S. Dept of Education and the ERIC Clearinghouse on Information and Technology. Includes lesson plans, teacher resources and free materials.

<http://www.thegateway.org>

Office of Special Education Programs (OSEP). This site also includes inclusion strategies from schools all over the U.S.

<http://www.ed.gov/offices/OSERS/OSEP>

John F. Kennedy Center for Research on Human Development

Interesting site that covers many special education issues; curriculum based measurement, family advocate groups and peer assisted learning in math and reading.

<http://www.vanderbilt.edu/kennedy/about/index.html>

Special Education Organizations

Council for Exceptional Children

<http://www.cec.sped.org/index.html>

The National Information Center for Children and Youth with Disabilities

<http://www.nichcy.org>

Internet Resource for Special Children

www.irsc.org/disability.htm

Learning Disabilities Associations

Includes effective teaching strategies.

www.Ldonline.org/

ASCD - Association for Supervision and Curriculum Development. Covers many education issues in depth.

www.ascd.org/

National Association of State Directors of Special Education

<http://www.nasdse.org>

Office of Special Education Programs. IDEA Policy.

<http://www.ideapolicy.org>

The Associations for Service Providers Implementing IDEA Reforms in Education Partnership (ASPIIRE)

<http://www.ideapractices.org>

Learning Disabilities Association of America (LDAA)

www.ldanatl.org

Special Education Law

Info and links to new laws

www.edlaw.net

What's new in special education laws

<http://www.ed.gov/offices/OSERS/OSEP>

Individualized Educational Programs (IEP)

A guide for teachers and parents to IEP's.

http://www.ed.gov/offices/OSERS/OSEP/IEP_Guide/

Parent Information

Parent Advocacy Coalition for Educational Rights (PACER)

TAPP Technical Assistance for Parents Program

www.pacer.org

The Policymaker Partnership Project (PMP)

<http://www.ideapractices.org>

Health

National Attention Deficit Disorder Association

www.nichcy.org

ADHD: Helping Misunderstood Kids

<http://adhd.kids.tripod.com/>

Autism Society of America

www.syr.edu/~jmwobus/autism

Genetic Disorders Hotline

www.geneletter.org

Behavior disorders

www.air.org/cep/ccbd

Teenage Depression

National Institute of Mental Health (NIMH), En español también.

<http://www.nimh.nih.gov/>

Eating Disorders Awareness and Prevention

www.edap.org

Cerebral Palsy Association

www.ucpa.org

Spina Bifida Association of America

www.sbaa.org

Muscular Dystrophy Association

www.mdausa.org

Epilepsy Foundation of America

www.efa.org

American Diabetes Association

www.diabetes.org

Brain Injury, Inc.

www.biusa.org

Consequences of Sleep Deprivation

<http://www.sleepquest.com/>

DRADA: Depression and Related Affective Disorders Association: Teenage Depression

<http://www.med.jhu.edu/drada/>

Preventing Mental Disorders in School-Age Children:
A Review of the Effectiveness of Prevention Programs

<http://www.psu.edu/dept/prevention/CMHS.html>

AAAAI American Academy of Allergy, Asthma and Immunology

www.aaaai.org

Teacher Resources

Famous People with Learning Disabilities

<http://ericec.org/factmini.htm>

Family Education Network

<http://www.familyeducation.com/home/>

The 100 Top Education Websites

<http://www.100.com/Top/Education>

On-line Internet Public Library (University of Michigan).

<http://www.ipl.org/>

Internet Public Library's Favorite Search Engines

<http://www.ipl.org/ref/websearching.html#Selective>

U.S. Dept. of Education Office of Educational Technology
This site brings educational technology into the classroom.

<http://www.ed.gov/Technology/>

Webcrawler's list of education websites

http://www.webcrawler.com/education/k_12/teacher_resources/

Blue Web N' Searchable on-line activities for learners

<http://www.kn.pacbell.com/wired/bluewebn/>

Learning to Learn. University of Toronto website that covers adaptive technology and learning style descriptions.

<http://snow.utoronto.ca/Learn2/introll.html>

Howard Gardner's Project Zero

<http://pzweb.harvard.edu/>

Puzzlemaker

www.puzzlemaker.com/

Clipart Gallery

<http://school.discovery.com/clipart/index.html>

DiscoverySchool.Com

<http://school.discovery.com/schoolhome.html>

FunBrain, an award winning game site.

<http://www.funbrain.com/>

ThinkQuest

<http://www.thinkquest.org/>

Integrated Curriculums

<http://ncrve.berkeley.edu/ST2.1/TowardanIntegrated.html>

This site talks about first year teachers and the importance of mentoring.

<http://www.ed.gov/pubs/survivalguide/>

The Teacher's.Net Gazette

<http://teachers.net/gazette/>

Technology Coordinators' Resource Clearinghouse

<http://www.chadwick-k12.com/TDRC.html>

Resource Sites for Educators

<http://www.littlelake.k12.ca.us/Lakeland/teacherlinks.html>

TeacherVision is an on-line resource created by teachers for teachers.

http://create.teachervision.com/tv_index/

An Internet Hot List for Teacher Websites

<http://www.kn.pacbell.com/wired/fil/pages/listteacheran.html>

Teacher Websites

<http://www.mcl.ocps.k12.fl.us/Teacher/Teacher.htm>

City of Chicago

<http://www.ci.chi.il.us/>

Chicago Information

<http://www.chicago.com/>

Chicago Public Library

<http://www.chipublib.org/>

eBoard Create your own on-line teacher "cork board" for free.

<http://www.eboard.com/home.html>

Teach on-line for free.

<http://www.blackboard.com/>

Education Resource Center's List of Education Websites

<http://hermes.curry.edu:8080/academic/library/edres.html>

Education Planet: The Education Web Guide

<http://www.educationplanet.com/>

International Society for Technology in Education

<http://www.iste.org/>

The Global Schoolhouse: Online Collaborative Learning

<http://www.gsn.org/>

21st Century Teachers Network

Connecting Teachers with Technology

<http://www.21ct.org/>

PBS Teaching with Technology

<http://www.pbs.org/teachersource/teachtech.htm>

Classroom Connect

<http://www.classroom.com/home.asp>

The New York Times Learning Network

<http://www.nytimes.com/learning/>

Global Learn

<http://www.globalearn.org/about/index.html>

Smithsonian Encyclopedia

<http://www.si.edu/resource/faq/start.htm>

Smithsonian Institution Teacher Lesson Plans

<http://educate.si.edu/educate.html#start>

ArtsEdge weaves the arts, teacher resources and technology into a K-12 curriculum.

http://artsedge.kennedy-center.org/o_welcome.html

ExplorAsource connecting resources, standards and learning needs.

<http://www.explorasource.com/educator/index.htm>

CNN Interactive Seven Wonders of the World

<http://www.cnn.com/TRAVEL/DESTINATIONS/9705/seven.wonders/>

Students with Cultural or Language Differences

Critical Behaviors and Strategies
for Teaching Culturally Diverse Students

<http://ericec.org/digests/e584.htm>

Effective Instruction for Language Minority Children with Mild Disabilities
<http://ericec.org/digests/e499.htm>

The Council for Exceptional Children (CEC) and The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
<http://www.cec.sped.org/pd/2000symp.html>

Meeting the needs of gifted and talented minority language students
<http://www.cec.sped.org/ericec/digests/e480.htm>

University of Illinois at Urbana. Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS).
<http://www.clas.uiuc.edu/>

The magazine, *Teaching Exceptional Children*, published by the Council for Exceptional Children
<http://www.cec.sped.org>

American Association for Colleges of Teacher Education Multicultural Education Projects
Empowering Culturally and Linguistically Diverse Students with Learning Problems
<http://ericec.org/digests/e500.htm>

Reducing the Disproportionate Representation of Minority Students in Special Education
<http://ericec.org/digests/e566.htm>

Southern Poverty Law Center's Teaching Tolerance
<http://www.splcenter.org/teachingtolerance/tt-index.html>

Study Skills

How to Study
<http://www.howtostudy.com/topten.htm>

High School Survival Kit
<http://cuip.uchicago.edu/www4teach/98/teams/Peerpals/home.htm>

Improving Memory

Mnemonic Strategies
<http://www.mindtools.com>

The Memory Page
www.premiumhealth.com/memory

Cooperative Learning

The Cooperative Learning Center at the University of Minnesota
<http://www.co-operation.org/>

Cooperative Learning and Technology
<http://www6.compaq.com/education/k12/resources/cooperative2.html>

Cooperative Learning High School Activities
<http://sps.k12.mo.us/coop/cybercoop.html>

Peer Assisted Learning and Curriculum Based Assessment

Description and research on these subjects.
<http://www.vanderbilt.edu/kennedy/about/index.html>

Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment
<http://ericec.org/digests/e530.htm>

Testing

Test Taking Strategies
<http://www.csbsju.edu/academicadvising/helplist.html>

Practical Assessment, Research and Evaluation
<http://ericae.net/pare/>

Behavior

Managing Inappropriate Behavior in the Classroom.
http://www.ed.gov/databases/ERIC_Digests/ed371506.html

50 Tips on the Classroom Management of Attention Deficit Disorder
<http://www.chadd.org/50class.htm>

In the Mix: School Violence PBS Special
http://www.pbs.org/inthemix/schoolviol_index.html

The Honor Level System for Classroom Discipline by the National Education Association
<http://members.aol.com/churchward/hls/>

11 Techniques for Better Classroom Discipline
<http://members.aol.com/churchward/hls/techniques.html>

Behavior Contracts and 10 Tips on Classroom Discipline

<http://www.nea.org/neaoday/9809/cover.html>

Software Reviews

100 Top Software Sites

<http://www.100.com/Top/Software>

PEP: Resources for Parents, Educators, and Publishers

<http://microweb.com/pepsite/>

California Instructional Technology Clearinghouse

<http://clearinghouse.k12.ca.us/>

School World Educational Software

<http://www.schoolworld.com/>

ERIC Digest--Seven Steps To Responsible Software Selection

<http://ericir.syr.edu/ithome/digests/software.html>

The Educational Software Preview Guide

<http://www.computerlearning.org/books/EdSWPrev.htm>

Only the Best: The Annual Guide to Highest Rated Educational Software (Book)

<http://www.ascd.org>

Science

The ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/SCMEE)

<http://www.nsta.org/>

Internet Resources for Teaching Science to Students with Learning Disabilities

<http://ericec.org/faq/sciencex.htm>

Northwest Regional Educational Laboratory (NREL)

Mathematics and Science Education Center

An inclusion document entitled, *It's Just Good Teaching*.

www.nwrel.org/msec

National Science Teachers Association (NSTA)

<http://www.nsta.org/>

Science Fair Central

<http://school.discovery.com/sciencefaircentral/>

Using Science and the Internet as Everyday Classroom Tools

<http://iita.ivv.nasa.gov/program/iita1997/rsd/ect.html>

Bill Nye's Website

<http://nyelabs.kcts.org/>

This site is geared to the gross and slimy aspects of science.

www.yucky.com

Busy Teacher's Website K-12 science resources, including astronomy.

<http://www.ceismc.gatech.edu/busyt>

Latest news on what's going on in space.

<http://NewProducts.jpl.nasa.gov/calander/>

Earth and Sky

<http://earthsky.com/Teachers/Resources/index.html#education>

The nine planets

<http://seds.lpl.arizona.edu/nineplanets/nineplanets>

University of Washington

DO-IT (Disabilities, Opportunities, Internetworking and Technology)

Site for high school students with disabilities who are interested in studying math, science and technology.

<http://www.washington.edu/doiit>

Discover Magazine

<http://discover/webtur.html>

The Exploratorium's Exploranet

<http://www.exploratorium.edu/>

Math

The National Council of Teachers of Mathematics

Idea bank for teachers including rap songs and geometry lesson using African art.

www.nctm.org

The ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/SCMEE)

<http://www.nsta.org/>

Northwest Regional Educational Laboratory (NREL)

Mathematics and Science Education Center

An inclusion document entitled, *It's Just Good Teaching*, is very practical and informative.

www.nwrel.org/msec

Eisenhower National Clearinghouse

Math and science resources for teachers.

<http://www.enc.org/>

Internet based lesson plans for math and science

<http://www.col-ed.org/smcnws/msres/curriculum.html>

University of Washington

DO-IT (Disabilities, Opportunities, Internetworking and Technology)

Site for high school students with disabilities who are interested in studying math, science and technology.

<http://www.washington.edu/doiit>

Tools for Understanding, University of Puget Sound.
Offers secondary teachers a variety of ways to teach math emphasizing functional skills.
<http://www.ups.edu/community/tofu/>

Social Studies

Federal Resource for Educational Excellence (FREE) lesson plans and links to other sites.
<http://www.ed.gov/free/s-social.html>

National Council for the Social Studies
<http://www.socialstudies.org/>

ArtsEdge weaves the arts, ESL, teacher resources and technology into a K-12 curriculum.
http://artsedge.kennedy-center.org/o_welcome.html

United Nations Cyber School Bus
<http://www.un.org/Pubs/CyberSchoolBus/>

Social Studies
www.nysunburst.com

Vose Resource Links
<http://www.teleport.com/~vincer/social.html>

Pen Pals
www.stolaf.edu/network/iecc

Language and Literacy

AskERIC Virtual Library Lesson Plans
<http://ericir.syr.edu/Virtual/>

Language Arts Lesson Plans
www.csun.edu/~vceed009/languagearts.html

Beginning Reading
<http://ericec.org/digests/e565.htm>

Cyber English
<http://www.tnellen.com/cybereng/>

Reading Recovery Council of America
Columbia Education Center (CEC) Lesson Plans
www.col-ed.org/cur/

Teaching Writing Skills to Students with Learning Disabilities
Dave's ESL Café Fun site includes "Idea cookbook" with a long list of games and language ideas from around the world
www.eslcafe.com

ArtsEdge weaves the arts, ESL, teacher resources and technology into a K-12 curriculum.

http://artsedge.kennedy-center.org/o_welcome.html

Peer Assisted Learning in Reading

<http://www.vanderbilt.edu/kennedy/about/index.html>

Art

Very Special Arts an international organization that promotes learning through the arts for individuals with disabilities.

<http://www.vsarts.org>

ArtsEdge weaves the arts, teacher resources and technology into a K-12 curriculum.

http://artsedge.kennedy-center.org/o_welcome.html

Virtual Museum

www.icom.org/vlmp

Information on Music Therapy

<http://preludetherapy.home.att.net/>

Incredible Art Department

<http://www.artswire.org/~kenroar/lessons/high/high3.html>

List of Internet Resources for the Arts and Disabilities

<http://ericec.org/faq/arts-x.htm>

How to structure art activities for students with learning disabilities

<http://www.cec.sped.org/ericec/faq/arts.htm>

Physical Education / Health

Technology Coordinators' Resource Clearinghouse

Physical Education and Health lesson plans shared from teachers around the country.

<http://www.chadwick-k12.com/TDRC/>

P E Central

<http://pe.central.vt.edu/>

EduNet Health and Physical Education

<http://www.edunetconnect.com/cat/phyped.html>

How can physical education be adapted for students with disabilities?

<http://www.cec.sped.org/ericec/faq/adapt-pe.htm>

ArtsEdge weaves the arts, teacher resources and technology into a K-12 curriculum.

http://artsedge.kennedy-center.org/teaching_materials/curricula/artsedge.html

Special Education Journals

Journal of Learning Disabilities
Learning Disabilities Quarterly
Learning Disability Focus
Remedial and Special Education

Professional Organizations

The Division for Learning Disabilities of the Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The Council for Learning Disabilities
P.O. Box 40303
Overland Park, Kansas 66204

The Learning Disabilities Association
4156 Library Road
Pittsburgh, PA 15234

The Inclusive Classroom Bibliography

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- Winebrenner, S., (1996). *Teaching Kids with Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students*. Minneapolis: Free Spirit.
- Vaughn, S., Bos, C. and Schumm, J. S. (2000). *Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom*. (2nd. Edition). Boston: Allyn and Bacon.
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