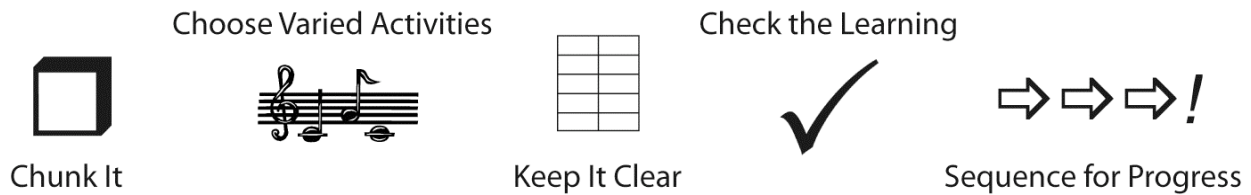


Chicago Special Education Teaching Guide



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Tips for Teachers from Teachers

- Always have an open heart.
- Teach on your feet, not in your seat.
- Never get into a personal battle of wills with an individual student.
- Teach the student, not the disability.
- Utilize your colleagues and classmates as resources.
- Take the time to find the “goodness” in each of your students.
- Be open to advice from experienced teachers, but also use your own sound judgment.
- Believe in yourself and learn from your experiences!
- Get to know your colleagues. Ask questions about them at appropriate times. Laugh, have fun and share ideas with co-workers.
- Remember to take each challenge as a professional learning experience and not a personal attack.
- Teach the students—not the subjects!
- Remember that knowledge is like a garden. Cultivate it!
- Be observant and try to understand your students’ habits, language, and culture.
- Know the philosophy of the school.
- Look, listen and learn and remember the “Golden Rule.”
- Release stress. Learn to breathe! Take a yoga class.
- Ask questions when you don’t understand.
- Patience and perseverance will lead to productivity.
- Remember that you can’t always control people, situations, or circumstances, but you can adapt your behavior or responses.
- You must model the behavior you want to see. Be the example you wish others were...you may create change.
- Listen, listen, listen before speaking. Learn the climate of the school community (groups, cliques, etc.) and be sensitive to groups that have worked together for years. Don’t force yourself to fit in but be open to opportunities
- Develop relationships with students. Designate five minutes in the morning for students (and the teacher) to share exciting news.
- Show respect for students...say “please” and “thank you.”
- Dress professionally—students will view you by your attire.
- Don’t be discouraged. Tomorrow is a new day.
- Teach from both the heart and the mind!
- Be open to new ideas and understanding of school and community culture and traditions.
- Learn to be flexible and adjust to last minute changes.
- Understand the expectations of the administration.
- Love what you do.
- Take advantage of opportunities to expand classroom activities by applying for grants, initiating culminating projects, and attending seminars and workshops.
- Seek out positive people and avoid negative energy!
- Continue to implement new ideas and strategies to engage and motivate students in your classroom.

How to Work Collaboratively with Other Teachers

- Get to know people on a more personal level.
- Introduce change at a comfortable pace.
- Try not to get in power struggles with collaborating teachers
- You can't force change in others, but you can change yourself.
- Listen and be open-minded to other ways of doing things.
- Understand that everyone comes from a different perspective and try to see both sides of a situation.
- Borrow and share. You must become the change you want to see.
- Collaborating teachers must meet on a regular basis.
- Special education teachers should attend grade-level meetings
- Acknowledge and respect the regular class teachers' strengths.
- SMILE. You catch more bees with honey.
- Leave your ego at the door – collaboration is a partnership.
- Offer a workshop about you, your skills and responsibilities as a special education teacher. Discuss and agree on shared responsibilities in the classroom.

How to Identify Needs and Progress—Assessment

- Use frequent and informal assessment strategies (including oral assessments and teacher observations).
- Modify lesson presentations and student engagement according to the child's learning style.
- Provide examples and allow reminders.
- Ask students to repeat instructions.
- Use KTEA or other assessment tests to determine instructional/achievement levels.
- Allow more time to complete tests items.
- Assess students in smaller groups.
- Assess for the process, not just the answer.
- Use alternative or authentic assessments such as unit projects and presentations.
- Use pep rallies and similar activities to motivate students before testing.
- Provide breaks during testing.
- For students with severe cognitive delays, use teacher observation of student responses to hands-on activities to assess progress.
- Analyze data from formal and informal assessments—adjust instruction accordingly.
- Ask parents and teachers (current and prior) what the child needs help with.
- Ask students what their needs and interests are.
- At the beginning of the year, prepare index cards with brief information about each student's level of mastery and needs.
- Analyze student work to identify areas for re-teaching.
- Talk to other teachers to share information and see what progress is being made or what supports are needed in other classes.
- Recognize multiple intelligences by utilizing a variety of instructional strategies.
- Observe student behaviors during playing time.
- Teach, practice, assess, re-teach a different way, and assess.

How to Communicate Effectively With Parents

- Let parents know when you are available for conferences during the school day.
- Provide checklists at the beginning of the year for parents to share information about their children.
- Understand the additional challenges for parents of children with special needs.
- Give parents opportunities to support the curriculum and assist their children by providing appropriate materials/strategies to use at home.
- Develop parent newsletters specific to your classroom.
- Send weekly progress reports and ask parents to sign and return them.
- Maintain an accurate parent contact log.
- As soon as a problem arises, contact parents. Don't put it OFF.
- Be sure to let parents know (by note or phone) when a student has a GOOD day.
- Contact parents regularly with praise about their child.
- SMILE – maintain positive body language when communicating with parents.
- Keep a copy of notes sent to parents.
- Email or send notes to parents weekly. Include information such as test schedules and assignments.
- Maintain your professional view - Don't take negative comments personally!
- Invite parents to assist in your classroom.
- Give parents responsibilities during the time spent in the classroom.
- Encourage parents to stay all day and work with small groups or individual students, not just their own.
- Remain calm when parents express anger or frustration. Clearly explain your motivation (This means...I had to do this because) and rationale for grades and comments (why you wrote remark on child's paper, etc.).
- Send parents a monthly schedule with the lessons, activities, field tips, etc.
- Plan an evening for parents and students to introduce core subjects, projects, expectations, etc.
- Build enthusiasm and expectations for success.

How to Respond to Motivation Needs

General Recommendations

- Show that you (teacher) make mistakes too—and model appropriate follow up.
- Don't assume students can't learn.
- Find their motivation/reinforce their interest and link it to skills to be learned.
- Meet the students where they are.
- Encourage activities related to students' interests.
- Structure activities to allow all students to feel success.
- Show students that mistakes are okay and how to use them as learning experiences.
- Give students choices.
- Collaborate with the students' other teachers to identify needs and interests.
- Use charts to visually display motivational incentives.
- SMILE – use positive body language to encourage success.
- Do not exclude students from unique educational experiences such as field trips and hands-on projects.
- Develop individual checklist/self monitoring charts.
- Use technology (computers, audio books, projectors, etc.) in the classroom.
- Provide additional computer time to reward students for good behavior.
- Plan special activities each month as an incentive for appropriate behavior.
- Give immediate feedback with verbal praise—make positive calls to the home.
- Use stickers to monitor progress. Students like to put them on the charts themselves.
- Establish incentives for long term success, such as end of the year fieldtrips.
- Expect success and encourage students to do the same.
- Build on strengths to improve academic achievement and behavior.
- Use peer assessments to encourage students to analyze their work.
- Probe students for their personal interest and provide activities that are thematic and reflective of their learning needs and interests.
- Break instruction into smaller, measurable chunks to demonstrate success.
- Post student work on a bulletin board.
- Reward accomplishments and publicize good news.

How to Respond to General Learning Needs

General Recommendations

- Plan for transitions between activities!
- Use hands-on materials.
- Use peer-tutors.
- Use a modified grading scale if necessary to address specific student needs while maintaining high learning standards.
- Be creative and make learning fun.
- Provide opportunities for success—highlight student strengths.
- Create an effective learning environment.
- Use cooperative groups with specific jobs for each member.
- Use multiple modes (modalities) for presenting each learning concept.
- Give students with choices to select from to complete assignments.
- Use a variety of activities that allow students to work in groups as well as individually.
- Display poster for student to receive stickers for completing assignments each day. Provide rewards at the end of the week or month.

Specific Strategies for Specific Needs

Need	Effective Responses
Student does not listen.	<ul style="list-style-type: none">• Give points for student who can summarize lectures, lessons, etc.
Student does not come to school prepared.	<ul style="list-style-type: none">• Enlist the parent → set up home → school incentives for the student to come prepared.• Make organization fun → get “cool” folders, put stickers on their folders, etc. → talk to parents is possible to help with putting bag by door so its ready.
Student lacks self-confidence in one subject.	<ul style="list-style-type: none">• Assess to identify current instructional level.• Recognize small successes.• Provide individualized tutoring or computer assisted learning.

How to Respond to Social Interaction Needs

General Recommendations

- Organize out-of-classroom activities.
- Understand the community and culture.
- Model appropriate interpersonal communication.
- When students argue, give them appropriate strategies for expressing differences of opinions.
- Engage students in the process to establish norms and expectations for behavior in the classroom, the school and the community.
- Use sports to illustrate “good sportsmanship.”
- Publicize good examples with Student of the Week or Month recognitions.

Specific Strategies for Specific Needs

Need	Effective Responses
Student does not cooperate with other students.	<ul style="list-style-type: none"> • Use the aspect of working individually as a reward for working in a group. • Assign responsibilities to each member of the group taking into consideration individual strengths and needs. • Acknowledge appropriate group behaviors.
Appropriate communication skills are lacking.	<ul style="list-style-type: none"> • Be pro-active, not reactive: provides rules and examples of appropriate communication. • Use games and social stories to talk about and practice appropriate skills.
Students do not generalize appropriate behavior.	<ul style="list-style-type: none"> • Share successes through Parent letters. • Recognize good behavior with Student of the Day rewards (poster and comments). • Establish consistency in behavior expectations by getting other teachers involved. .
Lack of manners, social etiquette	<ul style="list-style-type: none"> • Model and reward expected behavior. • Role play to practice good behavior. • Reinforce skills with immediate acknowledgement. • Teach social rules throughout the day, including transitions. • Plan special event (i.e. act out rule of good behavior) and invite parents to observe students.
Student is unsociable or withdrawn.	<ul style="list-style-type: none"> • Allow student to work with the teacher for a while before pairing students to work together. • Use students’ personal interests and talents to motivate group participation. • Prepare the student (review expectations) before pairing. • Assign a peer buddy (one who is doing well in class) with introverted student. • Strategically seat student to reduce discomfort and encourage cooperative learning.

How to Help Students Learn to Read

General Recommendations

- Read aloud to the class every day.
- Provide high interest books/graphic novels and magazines in accordance with age and developmental levels.
- Read with a partner.
- Read alone.
- Read with a group.
- Activate a background knowledge before reading.
- Establish a purpose before reading.
- Allow students to read poems and plays.
- Use picture books and have students fill-in/write the words to tell the story.
- Teach fluency: provide opportunities for the student to become fluent.
- Use online resources for reading, such as www.starfall.com.
- Include Choral reading activities Practice reading using students' own writing.
- Provide skill practice using computer/internet lessons.
- Create drill activities to practice sight words, prefixes/suffixes, blending/segmenting sounds/words etc.
- Create books.
- For fluency, provide opportunity for repetitious reading (same passage), i.e. student reads short stories/essays at least 3 times.
- Focus strategies for specific reading skills.
- Use computer software programs to individualize instruction, such as Earobics for auditory processing problems.
- Teach vowel sounds.
- Provide DVD/CDs and use books on tape with headphones
- Tape-record students reading each month. Hearing their voices and improvements as they read will boost confidence.
- Use a language experience approach— a student dictates stories or experiences while teacher or aide writes it verbatim; student uses own “book” to practice reading.
- Designate a time to read; be consistent.
- Use Echo readings—teacher reads a line and then the student rereads the line until the end of text.
- Make Flash cards on a binder ring.
- Display a sight word wall.
- Practice daily sight word dictation.

Specific Strategies for Specific Reading Comprehension Needs

Need	Effective Responses
Student does not know any sight words.	<ul style="list-style-type: none"> • Pair student with a peer with better reading skills to practice sight word recognition. • Create stories, inserting new word in each blank: use same word several times in story or practice writing new words. • Create “sight word” memory games using flashcards/ index cards. (See personaleducationalpress.org.)
Student does not have fluency.	<ul style="list-style-type: none"> • Select a reading at the student’s mastery level. Record the reading passage and photocopy it. Have student read first without practicing and graph the wpm. Then, have student listening to the tape and follow along with the reading at least three times. Repeat until fluency is mastered.
Student has problem comprehending material.	<ul style="list-style-type: none"> • Ask questions in small chunks (verbal and written). • Ask students to repeat questions. • Teach strategies for understanding key words and phrases.

How to Help Students Learn Math

General Recommendations

- Give a concrete example to follow.
- Provide step-by-step analysis and instructions.
- Use a color code for symbols. Use specific manipulatives.
- Provide students with problem solving steps.
- Have student make up their own problems and explain the steps necessary to solve them.
- Use games: shut the box, monopoly, dominos.
- Use picture books: Inchworm, Super Sunday Sandcastle.
- Online math games found on sites such as www.multiplication.com and AAAMath.com.
- Have students do projects that apply math to real “everyday” math problems. Example: write a check, pay a fare.
- Use sports to teach math.
- Use student-made flash cards to practice math facts, identify symbols, formulas, etc.
- Incorporate community field trips for “real life” connections to math (i.e. McDonald’s, bank, bakery).
- Use games for variety and maintain interest; for teaching fractions create a pizza game or use geometric shapes, etc.
- Use manipulatives to help with number recognition and algebra problem solving.
- Create a class store with school supplies, candy, etc. and have student fulfill roles: cashier, inventory, and manager (who prices the items). Behavior bucks earned in class could be used as currency.
- Use “Edible Math” activities.
- Use everyday activities to practice math. For example, have students count books as they are passed out; count aloud the number of students for lunch each day.

Specific Strategies to Help Students Learn Math

Need	Effective Responses
Student does not know number values.	<ul style="list-style-type: none"> • Use meaningful manipulatives to give the student concrete examples of number values—it is no longer abstract. • Display posters with pictures to reinforce number concepts.
How to help students learn math	<ul style="list-style-type: none"> • Create game/contests using dry erase board to answer math problems and receive points for the team. • Have students apply math skills to real-life situations—something they can relate to. • Teach students the order of operations by having them remember: <ul style="list-style-type: none"> ○ Please (Parentheses) ○ Excuse (Exponents) ○ My (Multiplication) ○ Dear (Division) ○ Aunt (Addition) ○ Sally (Subtraction)
Students need practice on basic skills and math facts (+, -, *, /).	Give weekly timed test—have student chart his/her progress.

How to Help Students Understand Content

General Recommendations

- Provide graphic organizers.
- Highlight main ideas.
- Create guided notes.
- Allow alternatives to written reports (charts, illustrations, diagrams, etc.).
- Provide examples that are related to their own life.
- Provide tactile presentations for hands-on learning.
- Provide activities with trial and error opportunities (learn from mistakes).
- Plan field trips and use visual aids whenever possible.
- Activate background and prior knowledge and help students make personal connections.

Specific Strategies to Respond to Specific Needs

Need	Effective Responses
Student forgets what he/she learned the day before.	<ul style="list-style-type: none"> • Daily repetitions and reviews. • Display information on boards and posters in the classroom. • Connect new learning to prior knowledge and skills.
Student doesn't understand science content.	<ul style="list-style-type: none"> • Use activity based investigations (e.g. FOSS) for all students .
Student has <u>great</u> difficulty with generalization (transfer knowledge).	<ul style="list-style-type: none"> • Provide instruction in a variety of ways and in multiple settings.
Content too broad for students' level of understanding	<ul style="list-style-type: none"> • Focus content on essential skills. • Provide notes of important concepts. • Test for vocabulary first and early in lesson. • Modify required level of understanding.
Student forgets previously learned skills.	<ul style="list-style-type: none"> • Have student teach/explain lesson. • Require students to keep a journal of notes to reread. • Re-teach content, use a variety of modalities. • Teach ideas around student interests. • Teach in units for improved understanding. • Use artifacts and visuals to reinforce content.
Student has trouble explaining what was learned	<ul style="list-style-type: none"> • Use a variety of assessment methods—drama, poetry, art, stories, oral presentations. • Explain in small groups/to a peer. • Provide checklist to expected explanation, i.e. social studies [who, when (date), what happened, know reasons why].

How to Help Students Succeed

General Recommendations

- Give students opportunities to participate in events and activities where they can have success (such as unit projects, creating art or poetry).
- Understand that it is okay to make mistakes and how to learn from them. Be sensitive to how you correct and redirect students.
- Listen. Get to know students' learning styles.
- Give praise when introverted or reluctant students engage and participate in class. Create opportunities to make participation easier.
- Recognize and reward effort even if answer was wrong. Give encouragement to risk answering even if it isn't correct.
- SMILE. Use positive body language and encouraging voice.
- Find student interests and use it to encourage learning.
- Listen, listen, listen. Students often need someone to talk to. Just listening to a student could motivate them to do well.
- Teach student that everyone is an expert at something. Something in their everyday life makes them an expert in any and every subject.

Specific Strategies for Specific Needs

Need	Effective Responses
Student lacks self-confidence in one subject.	<ul style="list-style-type: none"> • Figure out a way for the students to apply their strengths in other subjects, to that specific subject area noting that all subjects are related in some way. • Break subject down into smaller, less intimidating pieces. Example: if student is reading a novel, focus on reading and discussing one paragraph or page at a time. Use clear, uncluttered materials. Find a way to make the subject interesting for student.
Student completes in-class assignments and all homework, but does not do well on test/quizzes.	<ul style="list-style-type: none"> • Allow the work completed in class and the homework turned in to count more than the tests/quizzes. • Revise format of test /quiz or the testing environment. • Discuss test anxiety and teach coping strategies.
Student won't try things they are not good at.	<ul style="list-style-type: none"> • Provide guided practice ensuring success.
Behavioral trouble interfering with success.	<ul style="list-style-type: none"> • Define rules and consequences so child will know how to succeed behaviorally in classroom.
Student is embarrassed about his/her learning disability, and doesn't want to speak up and request additional assistance.	<ul style="list-style-type: none"> • Engage students in an esteem building exercise daily; i.e. write, as a group, a class song or cheer that includes themes like celebrate and respect differences. • Do not use labels to group and separate students. • Circulate and assist all students in the class who need help.
Students lack experiences and exposure outside of the community	<ul style="list-style-type: none"> • Include community based instruction in the curriculum—plan field trips that provide learning to supplement typical classroom activities (such as museums, zoos, theater, ballet and other places outside of the community).
Students need help to activate prior knowledge	<ul style="list-style-type: none"> • Have students create a vocabulary book with the word and definition on one side and on the other a picture from a magazine showing comprehension; use the book later as a reference.
Student lacks confidence in his/her ability	<ul style="list-style-type: none"> • Student should become a classroom assistant in a lower grade, such as kindergarten. He or she will read to kindergarteners once a week and help with assignments.

How to Help Students Understand Their Disability, Needs and Strengths

- Teach that people have different learning styles—learn in different ways.
- Teach students to respect differences among people. A good resource is *How We are Smart*, by W. Nikola-Lisa and Sean Qualls.
- Be honest and sincere when assisting students to set realistic goals, and use appropriate supports (accommodations) to obtain success.
- Respect confidentiality - Never discuss disability issues in front of peers,
- During IEP conferences, provide information so parents understand the disability as well as the modifications and accommodations that are necessary for the student to reach their goals.

Teacher Recommended Resources

Books:

- Understanding the Framework of Poverty by Ruby Payne –along with the workbooks
- How to Teach in an Inclusive Classroom
- The Reading Teacher’s Books of Lists by Frye
- Teaching Students with Learning and Behavior Problems by Candace Bos
- The Dreamkeepers: Successful Teachers of African American Children by Gloria Ladson-Billings
- Yellow Bird and Me by Joyce Hansen—a story book for beginning readers about a girl who helps another student with his reading problem, and they become good friends.
- Eats, Shoots and Leaves by Lynne Truss. This illustrated edition of a best seller shows children what a difference commas make in comprehension.

Organizations and Agencies:

- Family Resource Center—Parent advocacy and training on disability issues. etc.
- The ARC of Illinois—parent advocacy, training, and other related services for children and adults with severe developmental disabilities and other special needs
- The Office of Rehabilitation Services provides transition services/vocational skills for students with severe cognitive disabilities
- The Illinois Department of Mental Health is a good resource with opportunity for collaboration with elementary and high schools because many students have illnesses such as bi-polar disorder The Department of Mental Health may provide workshops for teachers and parents.
- Polk Brothers provides grants for selected projects.
- Chicago Symphony Orchestra offers free tickets for students with disabilities.
- Harris Loan artifact/material loan library for educators cost \$30 per year at Field Museum.
- Sesame Free Science/Math Endorsement Program is available for CPS teacher with 3 year commitment.
- The Special Olympics program is open to all students with MR (mental retardation)
- Goodwill Industries and The Salvation Army have special deals (books 4/\$1.00) and inexpensive items that can be used to create hands-on manipulatives for the classroom and for home.
- “Field trips for kids” gives grants for field trips, including transportation.

Museums:

- The Art Institute of Chicago - (Loan program allows teachers to borrow materials for two weeks)
- Chicago Cultural Center (at Randolph and Michigan) has ½ day free music events.
- Chicago-area Museum partners provide low cost science classes through the Chicago Public Schools OMS (Office of Math and Science)
- The Field Museum offers free buses/programs for their National Geographic Lectures
- The Museum of Science and Industry will provide two free buses per school (for low income Chicago public schools).
- CPS classes get free admission to most museum (reservations required)
- CPS teachers get free admission to most museums including Field, Science and Industry, Nobart, Navy Pier Children's, Art Institute and Planetarium

Online Resources:

- www.timeforkids.com Worksheets and lesson plans to teach science and literacy for students at a variety of reading levels.
- www.enchantedlearning.com Printable books for early to fluent readers
- www.nahee.org lesson plans and units on teaching kindness to animals, pet care skills, etc.
- www.moneyinstructor.com resource for teaching financial literacy and life skills
- www.aplusmath.com helps students improve math skills interactively
- www.teach-nology.com a free resource for lesson plans and worksheets
- www.starfall.com free resources for teaching reading and writing
- www.colorincolorado.com strategies, activities and resources for teachers with ELLs in their classes.
- Oppenheimer grant that allows you to use money for projects inside the classroom
- www.netbooks.com program from CPS
- wrightslaw.com Resource for special ed law and preparing IEPs
-
- www.foss.com student activity based full option science systems
- www.puzzlemaker.com Create word games and puzzles - free
- www.edhelper.com
- www.internet4classrooms.com EXCELLENT! EXCELLENT! EXCELLENT! This website links to many other activity-based websites. Browsers can look up activities by (1) grade, (2) skill, or (3) standard.
- www.Aplusmath.com –good for worksheets, teaching measurements
- www.atozteacherstuff.com on line resource for lesson plans and more
- www.Fieldtripfactory.com plan field trips to teach living skills
- www.educationworld.com teacher tools and templates
- www.Learning pages.com free worksheets
- www.pbisillinois.org Resource for positive behavior intervention strategies
- www.ldonline.org tips and resources for parents and teachers of children with learning disabilities.
- www.studentprogress.org provides resources to assist teachers with classroom assessments

Other Resources:

- Movie—"I am Sam" a role of a father who has a disability
- Video: "Misunderstood Minds" WGBH Boston with Mel Levine
- KidsArt→CPS→project where kids with disabilities draw or write poems about disabilities. The art gets published in a book.
- Ask the reading/literacy and math coordinators for materials, supplies they currently not being used (extra workbooks, phonics kits, manipulatives).
- Software programs such as Math Blaster
- AVID program
- Attend professional workshops.
- If your school has 20% Spanish speaking students you may receive a tuition waiver for Spanish classes at a Chicago Community College. Credit can be given for lane placement.
- The Sesame Street Math and Science Program is good for middle school students.
- "Pretend Town" field trip is appropriate for elementary age students (age 10 and younger). Pretend village simulations allow students dress up as community workers and visit "pretend" village establishments (i.e. doctor's office, grocery store, etc.).
- Ask other teachers!

CEC Resources

The following Internet-accessible resources are available from the Council for Exceptional Children, <http://www.cec.sped.org/>.

Current Special Education Topics

IDEA 2004

http://www.cec.sped.org/AM/Template.cfm?Section=IDEA_2004&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=9&ContentID=3533

Highly Qualified Teachers

http://www.cec.sped.org/AM/Template.cfm?Section=Highly_Qualified_Teachers&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=10&ContentID=3537

Identifying Learning Disabilities

http://www.cec.sped.org/AM/Template.cfm?Section=Identifying_Learning_Disabilities&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=11&ContentID=3543

Two Percent Flexibility

http://www.cec.sped.org/AM/Template.cfm?Section=Two_Percent_Flexibility&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=15&ContentID=5770

No Child Left Behind

http://www.cec.sped.org/AM/Template.cfm?Section=No_Child_Left_Behind1&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=12&ContentID=3547

Teaching and Learning Center

Exceptionality/Topic Areas

<http://www.cec.sped.org/Content/NavigationMenu/NewsIssues/TeachingLearningCenter/ExceptionalityArea/>

Evidence-based Practice

<http://www.cec.sped.org/Content/NavigationMenu/NewsIssues/TeachingLearningCenter/EvidencebasedPractice/>

Instructional Strategies

http://www.cec.sped.org/AM/Template.cfm?Section=Accommodations_and_Modifications&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=24&ContentID=4693

Professional Role

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/CareerCenter/JobProfiles/>

Professional Standards

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>

Subject Areas

<http://www.cec.sped.org/AM/Template.cfm?Section=Arts&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=27&ContentID=5181>