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."