

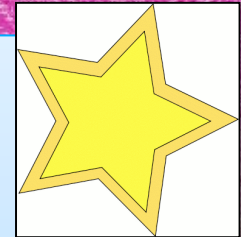
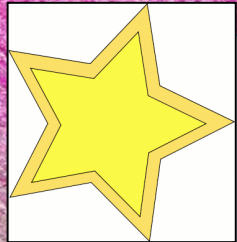
# **Supporting Students with Disabilities in General Education Classrooms**



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# Supporting Students with Disabilities in General Education Classrooms



- Motivation

- Differentiate Instruction

- Applying Functional Behavior Assessment (FBA) and Curriculum-Based Assessment (CBA)

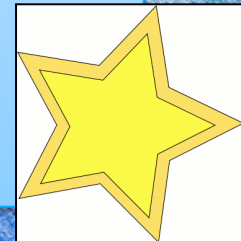
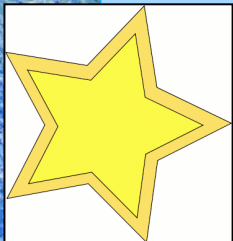
- Formative and Summative Assessments

- Universal Design for Learning (UDL)

- Representing Content*

- Students' Expression of Content*

- Flexible Engagement*







# Motivation

## Eight Forces of Motivation

1. **Status** - the need to be important
2. **Inquisitiveness** - the need to gain knowledge
3. **Affiliation** - the need to associate
4. **Power** - the need for authority
5. **Aggression** - the need to assert
6. **Autonomy** - the need for independence
7. **Achievement** - the need for recognition
8. **Gregariousness** - the need to belong

## Lesson Planning/ Classroom Management

- Important to take the eight forces of motivation into consideration when lesson planning and in classroom management.
- The six motivational approaches for effective practice are:
  - Praise
  - Power
  - Projects
  - People
  - Prizes
  - Prestige



# Differentiate Instruction

- Flexible grouping
- Providing activities that appeal to various learning-styles
- Students choice
- Creating alternative activities and assessments





# Applying FBA and CBA

# Functional Behavior Assessment (FBA)

- **Assists with changing problem behaviors**
- **Approach to off-task behaviors**
- **Not a traditional behavioral assessment**
- **Focuses on environmental “triggers”**
- **Treatment strategies**
- **Procedures assist in finding the function (purpose) of problem behavior**
- **Fosters positive behavioral intervention plans**

## Curriculum-Based Assessment (CBA)

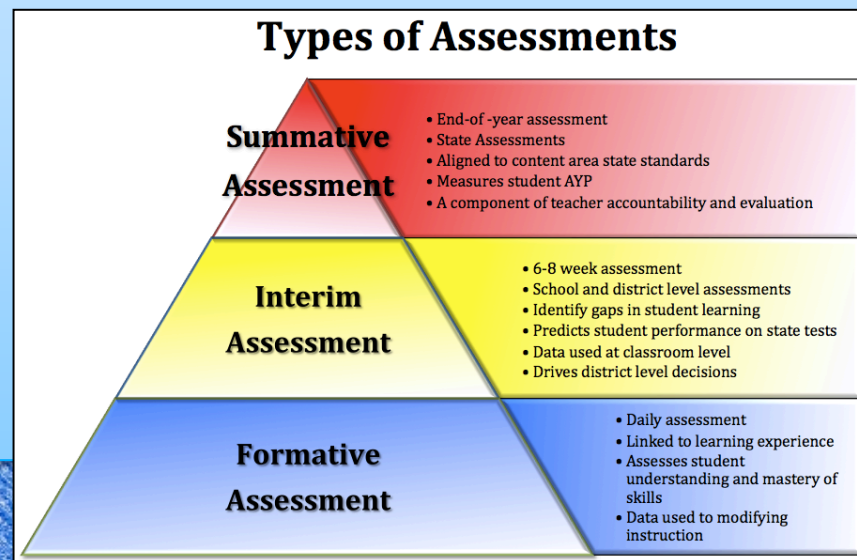
- **Connect academic difficulty to off-task behaviors**
- **Can be incorporated into an FBA**
- **Uses students curriculum to determine current performance**
- **Provides reliable and valid standardized procedures**
- **Sensitive to students growth and ongoing curriculum**

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# Formative & Summative Assessments

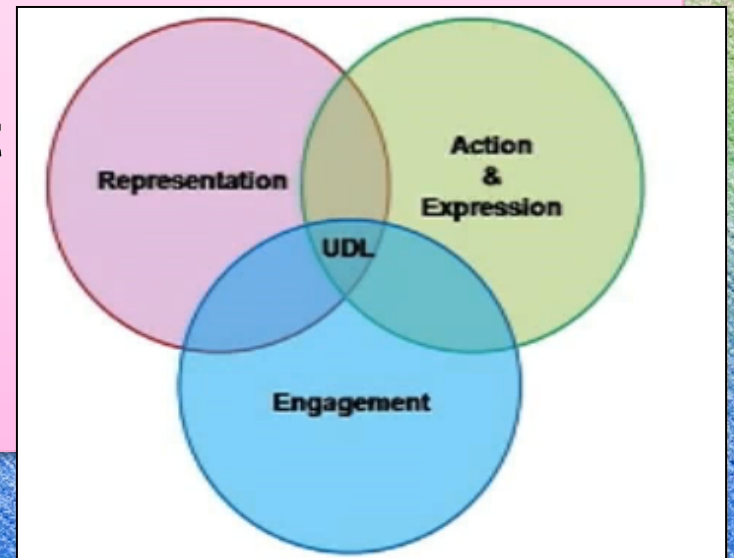
- Formative assessments allow ongoing monitoring of student learning, feedback to reflect upon to improve your teaching (in recognizing where students are struggling), and student learning (strengths, weaknesses, and areas that need work/support).
- Summative assessments allow us to evaluate/assess student learning at the end of each curriculum unit and compare the data in relation to the goals of grade-level standards/benchmark.





# Universal Design for Learning (UDL)

1. Multiple means of representing content (visual and oral) strategies
2. Multiple means of students' expression of content (writing, illustrating, speaking)
3. Flexible means of engagement as students learn (videos, software, and role-playing)





# Representing Content

Content can be represented or presented to students in many different ways. For example:

- visuals
- songs
- videos
- multimedia
- Internet
- pictures
- books

The picture to the right, shows (one of many) songs (with CD) that my students engage in to learn the weeks topic, content, questions, and amazing words (convenient, equipment, and gadget).



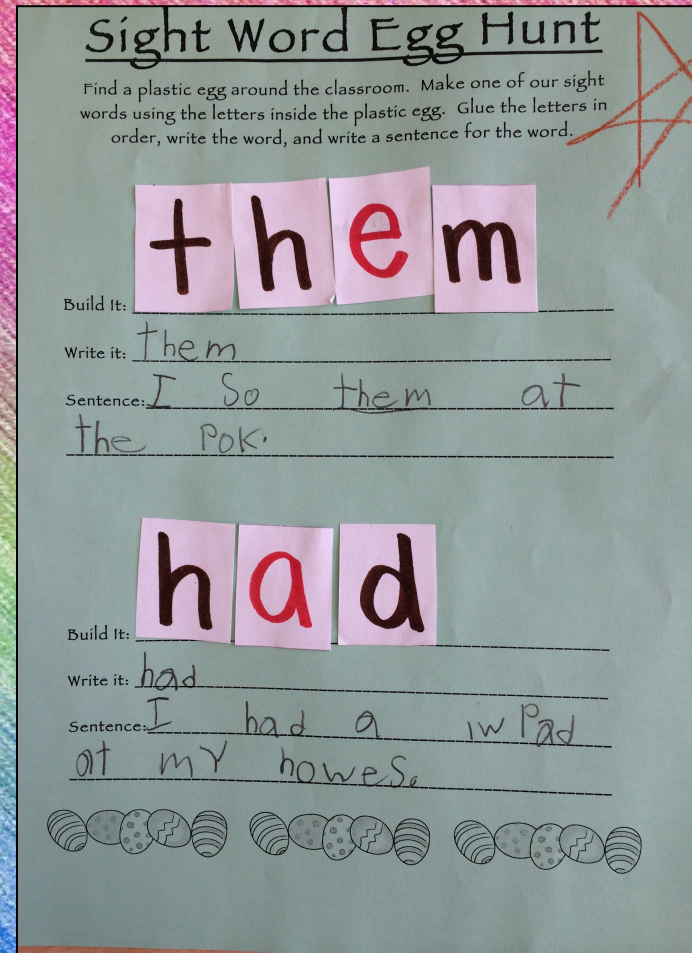


# Students' Expression of Content

Differentiate ways for students to show what they know. For example,

- drawing
- writing
- use of manipulatives
- magnetic letters
- presentations
- collages
- graphs

The picture the the right shows one way students were able to show their knowledge of sight words during our Spring Sight Word Egg Hunt.



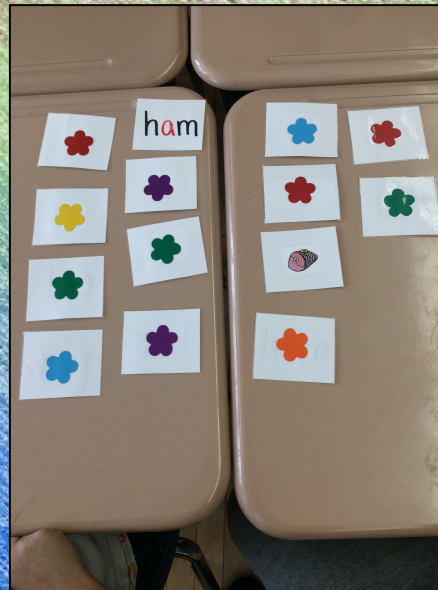
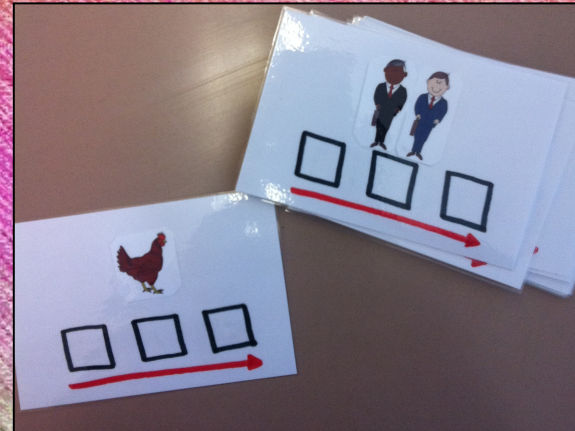


# Flexible Engagement

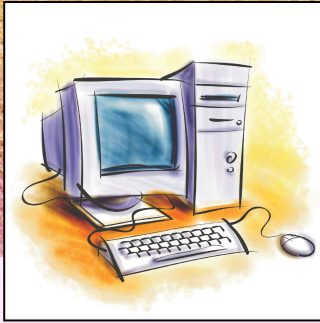
Engagement stimulates interest and motivation for learning. Some strategies for engagement are:

- Projects
- Cooperative learning
- Hands-on activities
- Audio/visuals
- Guided reading
- Interactive writing

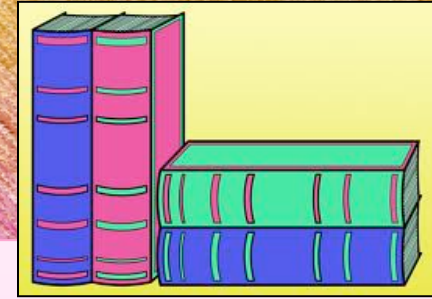
To learn their short vowel sounds (as shown in the pictures to the right), my struggling students used blend/segmenting cards, the on-level students used the memory game, and the above on-level/advanced students used popsicle stick letters to make words and write sentences.







# References



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