

## Real Students, Real Solutions

*The IEP Team has determined these students will be included in the general classroom for the following activities. Your task is to find a way to include these children in the class activity, make adaptations to accommodate their disability, and make sure they are learning something meaningful.*



1. Jared is 2 years old and in an integrated early childhood program. He is in diapers, cannot walk or talk and is on oxygen. He has trouble swallowing and has to be suctioned at regular intervals. Jared is fed through a tube that has been surgically placed in his stomach. The 2 year olds are learning words and language. They are learning to sing songs while doing the motions and the names of different shapes (circle, square, triangle). What would you do with Jared? What would you expect him to learn? How would you teach it?
2. Macey is 4 years old and is in preschool. She is deaf and nonverbal. She is learning sign language and signs “drink,” “cookie” and “ice cream” independently. She is in speech therapy where they are working on teaching her to speak. She is very noisy in the classroom (since she can’t hear herself) and often distracts the other kids. She often spins in circles and will keep this up for hours if not stopped. She screams if she is touched and her parents want her evaluated to see if she is autistic. The class is learning to count to 10 and recognize letters and their sounds. What would you do with Macey? What would you expect her to learn? How would you teach it?
3. Brent is in the 1<sup>st</sup> grade and is blind. The class is working on learning the colors red, blue, green and yellow, the alphabet and numbers 1 to 10. What would you do with Brent? What would you expect him to learn? How would you teach it?
4. Annie is in the 2<sup>nd</sup> grade. She has profound mental retardation and is nonverbal but understands most of what you tell her. She is in a wheelchair, but has good use of her hands and arms. If she is not busy doing something, Annie makes loud noises. The class has been learning about dinosaurs and for Language Arts each one has to write a story that answers the following questions:
  - If you could have a pet dinosaur, what kind would you want?
  - What would you name it?
  - What would it eat?
  - What would be the hardest part of having this pet?
  - What would be the best part of having this pet?

The class has to read their stories out loud during story time. What would you do with Annie? What things would you want her to learn from this activity? How would you teach it?

5. Chad is in the 3<sup>rd</sup> grade and has severe cerebral palsy and profound mental retardation. He speaks but only echoes what other people say. In math the class is learning to add, subtract, multiply and divide fractions. What would you do with Chad? What would you expect him to learn? How would you teach it?
6. Brittany is in 7<sup>th</sup> grade and has mild mental retardation. She can only read on a 3<sup>rd</sup> grade level. Her social studies class is learning the names of all the continents, the capital cities of 25 foreign countries, and will study apartheid (separation of black and white people) in South Africa. What would you have Brittany learn? How would you involve her in the class? How would you teach it?
7. Jacob is in the 9<sup>th</sup> grade, has a severe reading disability and is only able to read on a 2<sup>nd</sup> grade level. His English class is reading short stories and studying the different writing styles of various authors. One of their assignments is to write a short story in the style of their favorite author. What would you do with Jacob? What would you expect him to learn? How would you teach it?
8. Melissa is in the 9<sup>th</sup> grade, reads on a 3<sup>rd</sup> grade level and has difficulty speaking clearly. She can add, subtract, multiply and divide 3-digit numbers. She has a hard time knowing how much money she has and how much it will buy. She goes to a large high school and has some difficulty getting around the building. This year she will be included in general education classes for Math and English. Here is a part of what each class will be studying:
  - Math – using a calculator to determine sales percentages (for example, what would you pay for a dress that has an original price of \$59.95 if there is a 20% off sale?)
  - English – As an exercise, the teacher will have each student write a descriptive paragraph. She will then give them a paragraph she has written. Students will have to re-write the paragraph making complex and compound sentences, adding transitional words and selecting more vivid words. Students will work individually and then the entire class will discuss what they did. Students will then re-write their own paragraphs using what they just learned in the group exercise.

Melissa will need adaptations and accommodations. How will you do it? What do you expect her to learn? How would you teach it? How would you grade Melissa?

9. Jeremy is in the 10<sup>th</sup> grade, cannot talk and has trouble paying attention for more than 5 minutes at a time. He makes noises when he gets bored. He is in a general education class for U.S. Government. The class will analyze the U.S. Constitution in principle and practice, describe its function as a living document, learn how it is amended and discuss the role of citizens. What accommodations and adaptations will you make for Jeremy? What do you expect him to learn? How would you teach it?

10. Jamie is in the 11<sup>th</sup> grade. He has profound mental retardation, doesn't talk, is in diapers and uses a wheelchair. The only part of his body he can move on his own are his hands and head. He has to struggle to keep his head up and make his hands do what he wants. He is on medication for seizures but still has 30 to 40 seizures a day. Jamie is in Biology I. Part of what the class will learn is:

- how to tell if a plant or animal is from a particular environment when given a picture or diagram of the plants/animals and a description of the environment;
- determine whether an insect undergoes complete or incomplete metamorphosis, given pictures or diagrams of the insect in its stages of development.
- infer the body symmetry of an organism, given a diagram or picture of the organism.
- predict the function of a system or organ, given structural descriptions, whether in the earthworm, crayfish, frog, or human.

Jamie will need adaptations and accommodations. How will you do it? What do you expect Jamie to learn? How would you teach it? How would you grade Jamie? You will also need to be looking at work experiences for Jamie. What kind of work experiences would you give him? How would you find out what he wants or likes?

11. Sheree is in the 12<sup>th</sup> grade, and cannot recognize numbers or letters. She is in a small rural school district that requires every student to take chemistry in order to graduate. Sheree's IEP Team has decided she should also meet this requirement. Sheree is in a chemistry class that is learning the symbols for 100 different elements (i.e., Fe = iron). This will be a major part of each student's grade. What would you do with Sheree? What would you expect her to learn? How would you teach it?

12. Pam is 19. She has profound mental retardation, deafness and doesn't talk. She learned sign language and can understand it but only uses it if you insist. She is very sensitive to texture and when she eats will often spit food out because she doesn't like the texture. It is very difficult to get Pam to hold anything in her hands for more than a few seconds. She sucks her thumb (alternating hands). She puts her other hand inside her pants and rubs her crotch. She likes being around people. Although her walk is a little awkward, Pam does not have physical disabilities. She is the baby of her family and her parents bathe, dress and feed her at home. What would you do with Pam? How would you teach it? What would you expect her to learn? What would be the curriculum? How would you ensure contact with nondisabled peers? What work experiences would you give Pam? What kind of accommodations and adaptations would you do?

13. Nathan is 20 and has two years of school left. He can write his name, reads on a first grade level and has difficulty counting money. He drives a Gator (small all terrain vehicle) around his family's farm. As part of his IEP, you are to give Nathan transition services that prepare him for life after leaving school.

- How do you provide access to the general curriculum (what nondisabled students of the same age are learning)?
- What is the general curriculum for Nathan?
- What kind of accommodations and adaptations would you provide?
- What kind of work experiences should the school provide for Nathan?
- How do you include him with typical peers?
- What do you expect him to learn?
- How would you teach it?

14. Monica is 21, does not talk and has profound mental retardation. She loves to shop at Walmart and knows where everything is. This is her last year of school. The law requires that Monica have access to the "general curriculum" (what nondisabled students of the same age are learning) and be around typical peers. You are also required to do person-centered planning that looks at what Monica wants to do with her life and help prepare her for work and independent living.

- What will you do with Monica?
- How will you find out what she wants for herself?
- What would you expect her to learn?
- How would you teach it?
- What will be the curriculum?
- What kind of accommodations and adaptations would you do?
- What kind of work experiences will you give her?

15. Brianna is 21 and has severe multiple disabilities. She has seizures, cannot talk, does not know sign language or any communication system, is in a wheelchair, is in diapers and must be re-positioned every hour because she cannot move herself. This is her last year of school. The law requires that Brianna have access to the "general curriculum" (what nondisabled students of the same age are learning) and be around typical peers. Because she is over age 15, the law also requires that she receive services that prepare her for adult life (work and independent living). You are also required to do person-centered planning that looks at what Brianna wants to do with her life.

- What will you do with Brianna?
- How will you find out what she wants for herself?
- What would you expect her to learn?
- How would you teach it?
- What will be the curriculum?
- What kind of accommodations and adaptations would you do?
- What kind of work experiences will you give her?
- How will you include her with nondisabled peers?

16. Doug is 21 and in his last year of school. He has profound mental retardation, doesn't talk and is deaf. Until he was 20 he was in diapers and had never eaten anything but milk and bread. In the last year he has learned to toilet independently and eat a wide variety of foods (which he loves). Physically he is in good shape and can do almost anything and has a sunny personality. He took sign language. He can make the signs and understands if you sign to him, but it is very difficult to get him to use it. He occasionally makes barking noises and has a tendency to rub his crotch (a habit from all those years of diaper rash). He loves people and tries to hug everyone he sees. You have to do person-centered planning to find out what Doug wants for his life and recommend where he should go when he finishes school.

- How will you do person centered planning for Doug?
- What kinds of jobs or work training would you recommend?
- How would you teach Doug socially appropriate behavior given the hugging, barking, crotch rubbing and lack of communication?
- How will you include him with nondisabled peers?
- What would you expect him to learn?
- What kind of accommodations and adaptations would you do?
- What kind of work experiences will you give him?

17. Jess is 21 and in his last year of school. He can't talk, needs help with toileting and has to be fed. He is in a wheelchair. The only parts of his body he can move on his own are his head and his right foot. The school system you are in has a policy that students in special education must be employed in a paying job before they are out of school.

- What will you do with Jess?
- What kind of job will you try to find?
- How will you know if Jess likes it?
- What will you tell the employer about the accommodations and adaptations Jess will need?