

# Why should you adopt and use

# mylab<sup>school</sup>™?

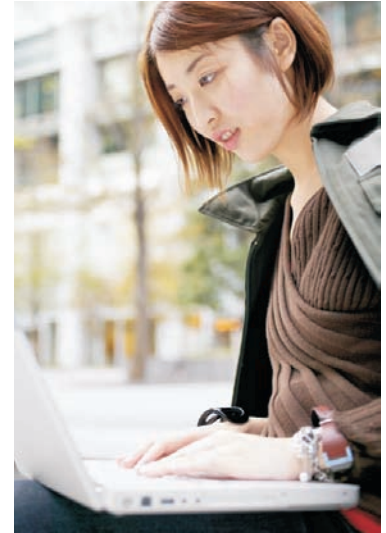
Where the classroom comes to life!

*Because your goal is not only to communicate* to your pre-service teachers the important theories of learning and the most useful methods of instruction but also to help them understand the real-life challenges of the teaching profession, we think you will want to use **MyLabSchool**. This state-of-the-art website, available with all Allyn and Bacon Education textbooks, will bring your students closer to the classrooms they will one day inhabit and give them more life-like practice in the methods and strategies they will implement with schoolchildren.

*Academic research into teacher training* has shown that teaching skills can be improved by watching real teachers manage real classrooms, whether in person or through the use of video (Stigler and Hiebert, 1999). **MyLabSchool** contains hundreds of carefully chosen video clips illustrating how experienced teachers perform their tasks and how typical K–12 students respond. Further, observational questions are included in the program to help teacher candidates focus on the “essential moments” that make for successful teaching.

*Researchers have also suggested* that working with real-world artifacts, lesson plans, portfolios, and local teaching standards will provide aspiring teachers with the appropriate practice to develop a rich and flexible repertoire of teaching skills (Darling-Hammond and Bransford, eds., 2005). **MyLabSchool's** resources include a variety of grade- and discipline-specific lesson plans and activities provided by master teachers and taken from authentic classrooms. These will

give your students a “starter kit” for the types of activities and lesson plans they will collect as they gain experience in their careers and great examples that they can adapt or learn from as they get closer to entering their own classrooms.





Further, our Lesson Plan/Portfolio Builder allows teacher candidates to easily and quickly create template-driven lesson plans and portfolios and to map them against the teaching standards of any state. These can be emailed to you or to a prospective employer, downloaded to the students' hard-drive or CD, or printed and submitted for grading, or included in a traditional portfolio binder.

*Last, in a recent survey*, school administrators reported that one of the skills new teachers most need is adequate fluency with classroom technology and computer-based instructional strategies (Levine, 2006). Students who use **MyLabSchool** as they proceed through their teacher training curriculum will become much more comfortable with using technology as an educational tool and better versed in the resources available in the digital realm.

## *So, do yourself and your students a favor.*

**MyLabSchool's** valuable aggregation of teacher-oriented assets will make your course much more enjoyable, practical, and active. What's more, your students will find using these kinds of materials along with their books and your lectures make the whole world of teaching come alive for them in a meaningful way. We are sure you'll find this program helps your students on their way to becoming effective and successful education professionals.

Darling-Hammond, L., & Bransford, J., Eds. (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do*. San Francisco: John Wiley & Sons.

Levine, A. (2006). *Educating School Teachers*. Washington, DC: The Education Schools Project. Accessed at [http://www.edschools.org/Educating\\_Teachers\\_Exec\\_Summ](http://www.edschools.org/Educating_Teachers_Exec_Summ).

Stigler, J. W., & Hiebert, J. (1999). *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*. New York: The Free Press.



# MyLabSchool

## SAMPLE INTEGRATION GUIDE

### Teaching Students with Special Needs in Inclusive Settings, Fifth Edition

#### WHAT THESE ACTIVITIES ARE

Professors choose from among the material on MyLabSchool for use in their courses all the time. Some instructors who are required by their schools to use technology find MyLabSchool to be a lifesaver.

However, many professors don't have time to explore MyLabSchool to select materials before their course begins. This Sample Integration Guide is designed to help solve that problem.

What follows is a series of assignable activities found on MyLabSchool, hand-picked to correspond with a course that requires the 5th edition of *Teaching Students with Special Needs in Inclusive Settings*, by Smith et al. Try them out; and if you find them useful, remember many more can be found online at MyLabSchool.com. In some cases, the activities described here may also appear in this text as end-of-chapter MyLabSchool features—in slightly different format and directed at your students—so they can be easily assigned.

If you do incorporate MyLabSchool activities other than these into your course, and you'd be willing to share them with other professors and instructors, please send your activities to us at [mlsactivities@ablongman.com](mailto:mlsactivities@ablongman.com). Be sure to include the name of your school and course and the instructions you provide to your students. Also include a written note granting us permission to publish them. You will be given full credit for your submissions.

#### GETTING STARTED

If you have not already created an account, go to [www.mylabschool.com](http://www.mylabschool.com) and do so, using a passcode from your Allyn & Bacon campus representative.

If your students have not already created their accounts, direct them to do so at [www.mylabschool.com](http://www.mylabschool.com), using the access code that came with their texts.

Instruct your students to email you to verify that they've created their accounts.

#### ASSET NAVIGATION

Access the material for each activity at [www.mylabschool.com](http://www.mylabschool.com) by entering the Assignment ID provided in each case into the Assignment Finder found on every page of MyLabSchool.

### CHAPTER 1: INCLUSIVE EDUCATION: AN INTRODUCTION

#### VIDEO—"The Inclusive Classroom"

Special education teacher Penny Brandenburg teaches language arts collaboratively with the general education teacher to a class that includes some students with special needs. After the lesson, she meets with her mentor and the general education teacher to discuss the lesson, including how she allocates her time between the general education students and her students with special needs.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV2**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with these activities:

**Discussion:** How does Penny insure that the students with special needs get the help they need without overlooking the other students in the class?

**Application:** Most students with learning disabilities currently receive their instruction in general education classrooms. Some fear that students who are fully included in the general education classroom will not get the academic support they need. What would you say to a parent who voiced this concern? When and how should remediation occur when a student is lacking specific prerequisite academic skills, such as writing in complete sentences? What kinds of accommodations might be made for a student with learning disabilities in the regular education classroom? How would you make these accommodations without negatively impacting the other students in the class?

## RESEARCH NAVIGATOR—“The Inclusive Classroom”

Research Navigator helps students do research by providing access to three exclusive databases of credible and reliable source material including EBSCO’s ContentSelect Academic Journal Database, *The New York Times* Search by Subject Archive, and “Best of the Web” Link Library.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

A keyword search using the word “inclusion” will produce more than 4,000 articles. Students will need to narrow their search further. Instruct them to add qualifiers like “U.S. Education,” “Inclusive Teaching,” etc. Ask them to select an article that interests them and write a response based on the following:

- Provide the article’s title and author and the name of the journal in which it appeared.
- Write a few paragraphs summarizing the article.
- What interested you about this article?
- How is the article relevant to the things you are learning in this course?
- Conclude by explaining how you might apply something you’ve learned from this article in your own classroom.

## CHAPTER 2: EFFECTIVE INCLUSION PRACTICES AND PROFESSIONAL COLLABORATION

### VIDEO—“The Collaborative Process”

A general education teacher works with the special education teacher to provide help for students who need it. They provide a good example of collaboration.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV3**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with these activities:

**Discussion:** In what ways do the students in this video benefit from having these two teachers plan the lesson together?

**Application:** The speech/language therapist comes once a week to work with Suzanne in your classroom. Today she spent one-half hour working on new vocabulary words with Suzanne. When she finished her work, she wanted to speak with you immediately, even though you were working with a reading group. She was very insistent and would not agree to speak later on the phone. How would you handle this situation and remain collaborative with this professional?

**Personal Reflection:** As a new teacher, how comfortable do you think you would be with having another teacher in your classroom helping teach a subject? What are some ways you could work with the teacher, or collaborate, to make the experience more beneficial to both you and your students? Why is collaboration important to the process of inclusion?

**Personal Journaling:** Take a few minutes to think about all the teams you have been involved with. React by writing in your journal in response to the following prompts:

- Which of these teams worked well?
- Which were not successful in meeting their goals?
- What characteristics of collaboration were present in the teams that were successful?
- What characteristics of collaboration were NOT present in the teams that were unsuccessful?
- What conclusions can be drawn from all this?

## RESEARCH NAVIGATOR—Collaboration

The keyword “collaboration” under Education in the search bar will yield a number of articles about professional collaboration. Students can scan the list of articles to identify those that talk just about collaboration in inclusive classrooms, or they may want to narrow the focus of their search in Research Navigator.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Ask them to select an article that interests them and write a response based on the following:

- Provide the article’s title and author and the name of the journal in which it appeared.
- Write a few paragraphs summarizing the article.
- What interested you about this article?
- How is the article relevant to the things you are learning in this course?
- Conclude by explaining how you might apply something you’ve learned from this article in your own classroom.

## CHAPTER 3: HOME-SCHOOL COLLABORATION: WORKING WITH FAMILIES

### VIDEO—“Working with Parents and Families”

In this video, parents and educators discuss the importance of parental involvement in the education of a child with special needs. Parents discuss the importance of advocating for their child’s needs. Parents should recognize and be willing to offer support when teachers might be overwhelmed or under prepared to effectively address their child’s needs.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV4**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with these activities:

**Discussion:** Why should parents be actively involved in their child’s education? Why might some teachers be apprehensive about having parents in the classroom? What else can a teacher do to involve parents?

**Application:** Interview the parent of a child with a disability. Ask the parent to fill out a log for one week prior to the interview that indicates all the activities in which he or she participated with the child. Was this parent actively involved in the educational process? In what ways? If not, why not? What conclusions can you draw from this activity?

**Personal Reflection:** Often educators fail to understand how a sibling with disabilities can affect the other children in the family and family life. Visit the following websites and identify and list the issues faced by siblings or ways that siblings respond to the person with a disability. What is your response to these issues? How can educators help families deal with these issues?

[www.familyvillage.wisc.edu/general/frc\\_sibl.htm](http://www.familyvillage.wisc.edu/general/frc_sibl.htm)  
[www.nas.com/downsyn/siblings.html](http://www.nas.com/downsyn/siblings.html)

As a special educator, if you feel that the least restrictive environment (LRE) for a particular student is not the general education classroom, how might you go about working with a parent who is strongly in favor of inclusion only?

## CHAPTER 4: IDENTIFYING AND PROGRAMMING FOR STUDENT NEEDS

### VIDEO—“Individual Differences in a Multicultural Classroom”

In this video clip, a third-grade teacher discusses her culturally diverse group of students. She shares her thoughts about herself as a professional and about some of the challenges she faces on a daily basis.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **MEV3**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may follow up with these activities:

**Discussion.** Which individual differences does the teacher identify as being present in her class? Although socioeconomic status (SES) was not discussed in the clip, how might SES affect the attitudes and values students bring into the classroom? (Encourage students to explore all possibilities and ask for volunteers to share their experiences with the class.)

**Personal Reflection.** Reflect on your thoughts about teaching in a diverse classroom. In a journal, briefly write about your thoughts. What unique qualities will you bring to the classroom that will help your students embrace each child's uniqueness? What do you see as your greatest challenges to teaching in a culturally diverse classroom?

## CHAPTER 5: TEACHING STUDENTS WITH LEARNING DISABILITIES

### VIDEO—"Learning Disabilities"

Bridget is a teenager who has been diagnosed with a learning disability. In this video clip, she talks about how she deals with other people's perceptions of her disability, and how it affects her.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV7**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with these activities:

**Discussion:**

- What symptoms of dyslexia does Bridget exhibit? What concerns does she have about the effect dyslexia will have on her future?
- Many students with learning disabilities have difficulty making and maintaining friendships. What characteristics of learning disabilities contribute to this problem? How do each of the characteristics you named cause problems with interpersonal relationships?
- Bridget experienced success in her general education classes. What characteristics of Bridget's contributed to this success? What characteristics of a student with a learning disability might make a resource room a more appropriate setting for part of the school day?

**Application:** Choose a common learning disability and write a brief summary of the topic. You may use your textbook or one of the following websites as a starting point.

International Dyslexia Association—[www.interdys.org/index.jsp](http://www.interdys.org/index.jsp)

Council for Learning Disabilities—[www.cldinternational.org](http://www.cldinternational.org)

Learning Disabilities Association—[www.ldanatl.org/](http://www.ldanatl.org/)

## RESEARCH NAVIGATOR—Learning Disabilities

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Have your students conduct a search of the keywords “learning disabilities.” Have them choose one article that interests them and write a brief summary of it, providing the title, author, and all appropriate bibliographical information.

## CHAPTER 6: TEACHING STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

### VIDEO—“Behavior Disorder”

Nick struggles with controlling his behavior at home and school. This video shows how intervention helped him to learn to control his own behavior.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV10**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with these activities:

**Discussion:** What kinds of inappropriate behavior did Nick demonstrate? How did the special educators at Nick’s school address these behaviors?

**Application:** Based on what you have learned from your text and in classroom discussion, what are some methods of instruction that a teacher in a general education classroom might use with Nick?

**Personal Reflection:** What qualifies a person to be designated as behaviorally disordered, as opposed to just being someone who gets in trouble for inappropriate behavior? Have you been involved with students with behavioral disorders? How did you respond to their actions? Might you have responded more appropriately, or more helpfully? How?

## RESEARCH NAVIGATOR—Emotional Disorders

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Have students use the keywords “emotional disorders” to find articles about this disability. They will find thousands of articles and will need to narrow their search; have them modify the search by using qualifiers like “U.S. education” and “teaching strategies.” Ask students to select an article and to summarize the findings of the study detailed in the article.

## CHAPTER 7: TEACHING STUDENTS WITH INTELLECTUAL DISABILITIES/MENTAL RETARDATION

### VIDEO—“Mental Retardation”

Carlyn is a preschooler with mental retardation. She attends a school where she is included with regular education students. Her parents discuss her progress since birth, and her acceptance by peers and family.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV8**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with a discussion based on the following questions:

- On which skills did the preschool teacher focus with Carlyn?
- What does Carlyn gain by being included with higher functioning children? Based on what you know from this video, in which adaptive skills is Carlyn likely to have deficits in the future?
- What are the definitions of moderate, severe, and profound mental retardation?
- From what you could see of Carlyn’s learner characteristics and physical needs, at what level do you believe Carlyn is functioning?

## RESEARCH NAVIGATOR—Mental Retardation

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Instruct your students to search on the keywords “mental retardation.” They may need to narrow the search with modifiers like “U.S. education,” “teaching accommodations,” or “assessment and.” Have them select an article and summarize it, including all appropriate bibliographical information.

## CHAPTER 8: TEACHING STUDENTS WITH ATTENTION DEFICIT/ HYPERACTIVITY DISORDER

### VIDEO—“ADHD”

Eric is a hyperactive child with social and self-esteem problems. During this clip, his teachers and resource providers discuss his progress.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV7**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with these activities:

**Discussion:** What characteristics of ADHD does Eric demonstrate? Based on what you have learned about Eric, do you believe he should be included in a general education classroom? What biological causes have been determined for ADHD?

**Application:** Eric’s educational planning was complicated by the fact that he had some emotional issues in addition to ADHD. As his teacher, what resources would you draw upon to insure that all of Eric’s needs were being met?

### RESEARCH NAVIGATOR—AD/HD

Many people oppose the use of drugs like Ritalin to control the behaviors associated with ADHD. Others feel they are simply prescribed too frequently, and before other measures have been taken to deal with the problem.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Instruct your students to search the EBSCO Content Base on the keyword “Ritalin” for issues and information from both sides of the discussion, summarize their findings, and follow up by writing a few paragraphs based on the following prompt: What is your opinion on the use of prescription medications with young children? With adults?

## CHAPTER 9: TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDERS

### RESEARCH NAVIGATOR—Autism

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Direct your students to search on the keyword “autism” to find answers to one of these questions:

- What are the chief characteristics of autism spectrum disorders?
- What approaches have been used successfully for providing autistic children with appropriate instruction?
- What controversies surround the diagnoses of autism?
- Are autism spectrum disorders becoming more or less common? What reasons do researchers suggest for this?

## CHAPTER 10: TEACHING STUDENTS WITH LOW-INCIDENCE DISABILITIES: SENSORY IMPAIRMENTS, TRAUMATIC BRAIN INJURY, AND OTHER SEVERE DISABILITIES

### VIDEO—“Hearing Impairment”

A student with a hearing deficit uses the services of an aide in the general education classroom.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV9**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with these activities:

**Discussion:** What special accommodations does this student require in the classroom? The aide refers to the need for the teacher to use more visual teaching techniques. What kinds of things might she be referring to?

**Application:** Discuss the instructional implications of teaching content, beyond reading and language arts, and classroom management for general education teachers who are teaching students who are deaf or hard of hearing. Suggest an accommodation, adaptation, or modification that would help meet each of these implications.

Check to see what your school offers in the way of help for students with hearing deficits: sign language interpreters, closed caption video, amplifiers, etc.

**Personal Reflection:** Placing students who are deaf in general education classrooms for all of their school day remains controversial. Parents are often unsure which professionals have the right answers. Consider both sides of this issue, then outline a plan for helping teachers and parents sort through the issues so that they may make an appropriate decision for each student.

### RESEARCH NAVIGATOR—Sign Language

The student in the video from the previous exercise has partial hearing and her speech is understandable.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Have students search on keywords “oral language + sign language” for articles about the two approaches to education for the hearing impaired. What do you think is the best method of communication for a child, and why?

Another good assignment is to ask students to search on the keywords “cochlear implants.” Write a brief paper summarizing the controversy over this method of responding to hearing impairments.

### VIDEO—“Traumatic Brain Injury”

Matt is a kindergartner who received a traumatic brain injury (TBI) from a car accident. He receives special education, and his teachers discuss his educational plan and how other students interact with him.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV11**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with a discussion based on the following prompts:

- What disabilities does Matt have as a result of the TBI?
- What skills are his teachers focusing on to enable him to eventually be included in a regular education classroom?

### RESEARCH NAVIGATOR—Traumatic Brain Injury

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Have students perform a keyword search for “traumatic brain injury” and find an article that defines the more common causes of TBI by age. Ask them to create an informational poster or brochure on prevention of TBI.

## CHAPTER 11: TEACHING STUDENTS WITH COMMUNICATION DISORDERS

### *New York Times* Education News Feed—Read and Report

The *New York Times* Education News Feed is a collection of education-related stories from the *New York Times*, updated hourly. You can access the *New York Times* Education News Feed directly by logging on to [www.mylabschool.com](http://www.mylabschool.com), selecting the **Resources** tab, and launching the *New York Times* Education News Feed.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access The New York Times Education News Feed directly. Just enter Assignment ID NYTNE.

Assign your students the following: Go to the news feed once a day for a week, and read as many articles as appear on the subjects of language development, language/speech disorders, assistive classroom technology for such disorders, or any combination thereof. Make notes on each article as you read them. At the end of the week, look over your notes and write a page describing the things you learned that were new to you, with comments on how you think this new information will help you become a better classroom teacher. Bring your work in to share with the class, or submit it to your professor for credit. If the news feed doesn't yield any articles on your topics, search the Internet for suitable articles and use those.

## CHAPTER 12: TEACHING STUDENTS WITH SPECIAL GIFTS AND TALENTS

### VIDEO—"Challenging Gifted Students"

A high school A.P. teacher uses a computer-based social studies simulation. Students use a guidebook with facts and geography to help them make decisions and arguments throughout the simulation.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID SPV12.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with a discussion based on the following prompts:

- What does it mean to be "gifted?" How are such students typically identified?
- Can you find instances in the video where students demonstrate the intellectual skills that are frequently common to gifted students? These include: formulates abstractions, processes information in complex ways, observant, excited about new ideas, enjoys hypothesizing, learns rapidly, uses a large vocabulary, inquisitive.
- Would students who are not gifted benefit from the instruction provided in this clip? Explain.

**Personal Reflection:** Were you in a gifted program in your high school? If not, did you know students who were? How did you feel about the students who were included in gifted programs? Did you take AP classes in high school? Are all students in AP classes "gifted?"

## RESEARCH NAVIGATOR—Gifted Learners

There is debate over which is the best way to teach gifted students. Two common approaches are acceleration and enrichment.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Have students search on the keywords “gifted + acceleration” and “gifted + enrichment” to find articles about the two approaches. Then ask them to write a brief summary of the arguments for and against one of these approaches.

## CHAPTER 13: TEACHING STUDENTS WHO ARE AT RISK

### CASE STUDY—“Eric’s Last Stand”

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this case study directly. Just enter Assignment ID **CS16**.

The simplest assignment is to instruct your students to read this case study as homework, answer the questions that follow it, and email their responses to you for credit.

If you have students read the case study in class, you may want to follow up with the following activities:

**Discussion:** What issues does Eric face at home that are impacting his ability to perform in school? What specific manifestations did Eric show? How do the various adults in his life (parents, teachers) respond to his problems? Which approach or approaches seem to provide the best results?

**Application:** If your classroom included a child whose home life, you suspected, was interfering with her ability to learn, how might you go about finding out the realities of her family situation?

### VIDEO—“Family Literacy Program”

Students for whom English is not their first language are sometimes considered at risk in the general classroom. A family literacy program has many benefits for families who speak English as a second language. In this program, parents visit the school regularly to participate in activities of their children’s choosing.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **ENV3**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with a discussion based on the following prompts:

- Why might it be difficult to get parents who speak English as a second language, or not at all, to become involved in school activities?
- What can schools do to make these parents feel more welcome?
- What could you, as a teacher, do to involve parents more in your classroom?

## RESEARCH NAVIGATOR—At Risk Learners

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access Research Navigator directly. Just enter Assignment ID **SPRN**.

Have students search on any of the following keywords:

- At risk learners
- Learning + socioeconomic status
- Learning + teen pregnancy
- Learning + sexual identity

Ask them to choose an article that touches on the problems raised in the chapter and summarize it, providing appropriate bibliographical information.

## CHAPTER 14: CLASSROOM MANAGEMENT AND ORGANIZATION

### VIDEO—“Classroom Arrangements”

Teachers discuss their classroom arrangements, which depend on the age of the students and the type of instruction taking place. One teacher uses a nontraditional arrangement to facilitate interaction. Another teacher discusses how room arrangements have evolved as educational practices have changed.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **CMV1**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with a discussion based on the following prompts:

- These two teachers use very different ways of organizing their classrooms.
- Which arrangement do you think would be preferable in an inclusion classroom? Why?
- How does the physical arrangement of a classroom impact learning?

## CHAPTER 15: TEACHING STUDENTS WITH SPECIAL NEEDS IN ELEMENTARY SCHOOLS

### VIDEO—“Inclusion in an Early Childhood Class”

Early childhood teachers explain how they arrange their classrooms, keeping in mind the special needs of the students. The planning process focuses on including all children.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV5**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with a discussion based on the following prompts:

- Are there strategies used in this video with preschool children that would be equally effective with elementary school children?
- How might these strategies need to be modified for slightly older children, if at all?

## CHAPTER 16: TEACHING STUDENTS WITH SPECIAL NEEDS IN SECONDARY SCHOOLS

### VIDEO—“Visual Impairment”

Kyle is a visually impaired teenager. Kyle, his mother, and a teacher discuss his disability and how it affects his interactions with others.

Log on to [www.mylabschool.com](http://www.mylabschool.com) and use the **Assignment Finder** to access this video directly. Just enter Assignment ID **SPV9**.

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you show the video in class, you may want to follow up with a discussion based on the following prompts:

- What special accommodations do Kyle’s teachers and family make to enable him to function both in and out of school?
- How important are social skills for students with disabilities in secondary school?
- How might this differ from their importance in elementary school?