

**TEACHING STUDENTS WITH SPECIAL NEEDS**  
**IN THE**  
**GENERAL EDUCATION CLASSROOM**  
**ASSIGNMENT 2**

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**Individual Portfolio - 60%**

The Portfolio represents sixty percent (60%) of the overall grade for the course.

**It must include:**

- **Overview** of student's understanding of Special Education including relevant academic definitions and details of two (2) current developments in this field  
( *No more than two (2) pages*) - **8 marks**
- **Unit reflections on the course** (to include 4 reflections indicating response to course experiences; reflection on the teacher's role in an inclusive classroom and views on the modifications that are necessary in the Jamaican classroom in order to accommodate exceptional students) (*Two pages per reflection*) - **16 marks**
- **One Lesson Plan** for a specific student and grade level based on the Individualized Education Plan (IEP) provided - **6 marks**
- **Case Study** (see attached) - **14 marks**
- **Glossary of Ten (10)** Terms used in Special Education, supported by credible sources. - **5 marks**
- **Directory of Four (4)** Agencies which provide services to exceptional children in Jamaica. (Provide detailed information about the agencies/institutions and state the specific service/s that they provide). - **4 marks**
- **References/Support Materials** - **2 marks**
- **Language** - **5 marks**

**The Portfolio should be viewed as a document which students can use for reference.**

Students are expected to demonstrate creativity in the compilation of the portfolio. Reference materials such as articles, photographs, art work and poems can be included.

**NOTE: Students are expected to support their work with at least 5 credible references (APA 6<sup>th</sup> Edition).**

**Due date: December 3, 2014**

## **THE CASE**

Mr. Bryson teaches Grade 8S at a high school located in Kingston. The class is comprised of sixteen (16) boys and fifteen (15) girls. Mr. Bryson has noticed that students demonstrate various characteristics which could be classified as exceptionalities.

Approximately twenty percent (20%) of the class seem to be cognitively challenged; two of the girls have physical disabilities, while a few others demonstrate what she considers to be behavioural disorders.

Mr. Bryson is particularly concerned about one student-Kyle. She observed his behaviour over a period of six months and noted the following observations: His overall behaviour is highly variable; he swings from lethargic and hypoactive behaviours to highly active, distractible behaviours. When lethargic, Kyle yawns repeatedly, complains that he is tired and often sprawls across his desk resting his head on the desk or his arm. On occasion he has fallen asleep in this position.

When highly active, Kyle wiggles in his chair, moves about the room, fiddles with objects at his desk, and removes objects from his teachers' desks and the other students' desks. Extraneous objects or materials seem to be highly distracting to Kyle; he touches and plays with any items within reach. Kyle tends to be distracted by the movements or conversations of others in the classroom. For example, when he is on an independent task or assignment, and Mr. Bryson is working with another student or a small group, Kyle characteristically will walk over to and around the vicinity of the teacher, or injects inappropriate comments from his seat. Kyle rarely completes 50% of his class work during such episodes.

Kyle's behavioural swings did not appear to be associated with task difficulty or complexity; rather, the observed behaviour changes seemed to arise as unpredictable, inconsistent occurrences. In fact, his behaviour was observed to change from lethargic to active and again lethargic within single class periods. Observation/class periods each have duration of 55 minutes. He walks from class to class by himself and during lunch time he sits alone in the cafeteria; he does not appear to have established any school-based friendships.

## **QUESTIONS**

1. Based on your knowledge of the range of exceptionalities, define the term exceptionalality and indicate the possible exceptionalality being described in the case.

**(4 marks)**

2. Having identified the possible exceptionalality, give a detailed description of the process the teacher would follow in seeking to identify and plan for the student indicating the individuals, institutions and agencies that would need to be involved.

**(10 marks)**