

SHORTWOOD TEACHERS' COLLEGE
EDUCATION DEPARTMENT

Teaching Students with Special Needs in General Education Classrooms Assignment 1: Oral and Written Presentation (40 marks)

The learners discussed in the cases below are officially identified as students with exceptionalities in the Jamaican general education classroom. In groups of two (2) or three (3) prepare an interactive and creative presentation on the exceptionality identified in a selected case study.

1. Using relevant research and examples from the case substantiate why the exceptionality is identified as it is in the case. **(3 marks)**
2. Describe TWO (2) **other** characteristics/manifestations of the same exceptionality that **have not been identified in the case** selected. **(6 marks)**
3. Explain fully TWO (2) possible causes of the exceptionality. **(5 marks)**
4. Discuss ONE (1) implication of the presence of the exceptionality for the teacher and ONE (1) for the students. **(8 marks)**
5. Describe THREE (3) ways in which the specific challenges associated with the exceptionality may be accommodated in your classroom. **(9 marks)**
6. Creativity **(3 marks)**
7. Use of Language (Marked individually) and Organization **(4 marks)**
8. References **(2 marks)**

(Also see Rubric)

Case 1: Josh is an eleven year old child who is friendly and well motivated. He needs little or no help from others getting around in the environment although he is a lot more cautious than most children his age. The larger things are and the more brightly coloured, the better for him to see and get around. His visual impairment poses challenges for him in his classroom too, especially with prints. When it comes on to copying notes from the board Josh is often asking his peers to spell words for him, especially if he did not get to sit at the very front of the classroom and is not wearing his glasses. This gets even more challenging for him when the classroom is not well lit. His literacy and numeracy skills are below average. Most students are often willing to help him in class with note-taking and class tasks.

Case 2: Davy is nine years old and in the 4th grade. He has been described by his 3rd grade teacher as being constantly out of his seat, easily distracted, talking incessantly, and blurting out answers without thinking. He often goes off-task very quickly and does not finish the work which has been set. He can make careless mistakes and appears not to be listening when the teacher is giving instructions. When he is asked to complete any activity which lasts longer than five minutes, he becomes distracted and will often distract the other pupils around him. As a result of his lack of attention he rarely remembers the right books for his classes and seldom completes his homework. Davy's record shows that he has Attention Deficit and Hyperactivity Disorder.

Case 3: Apple is seven years old and in the 2nd grade. She is very inattentive and often appears disinterested in the lessons. However when given class assignments she will complete it accurately within minutes way ahead of her peers. If she makes the slightest mistake she erases the entire page and does the entire activity again. After completing her work she walks around the room telling others what to do or doing elaborate drawings in her book. Apple does not socialize well with her peers as she tends to be bossy. When asked to write about a picture Apple often produces a detailed fully developed story while the other students write a few sentences describing the picture. She can manipulate figures mentally and unlike the other students she does not depend on counters to complete her math problems. During lunch or break time she goes over to grade one and spends most of her time talking with the teacher at her desk. She is said to be a gifted and talented child.

Case 4: Imani is twelve years old and is in the sixth grade. He has a physical disability that hampers his ability to move about well enough. He is independently mobile even though his gross motor skills are poor and his way of walking is awkward. He needs close supervision walking to his classroom or to the school's lunch room. He moves around very slowly and needs help when sitting or standing. Although he uses his right hand well enough, his left hand is often clasped in a fist and is unable to fall to his side. He has the ability to communicate what his needs are, although he does not talk much and speaks in a soft tone. He is able to do most things that his peers are able to do with assistance. He is attentive but often does not participate in his class without prompting from his teacher.

Case 5: Gabriel is fourteen years old and is in the 8th grade. She has learning disability and as such has difficulties with visual scanning, processing and working memory. She also has difficulties with spelling and sequencing for problem solving. She struggles when she is to take notes and this is because of her difficulties with spelling and visual scanning. She does well communicating verbally and is very creative. She learns more effectively when working with her hands and with colours. Whenever the teacher is teaching she would often stare blankly. She is aware that she becomes absent-minded but explained that is it because she is not able to keep up with what the teacher is saying. As a result of the challenges she has with sequencing, working memory, and reading, she finds it hard to solve numerical operations and worded mathematical problems. She wants to blend in with others in her class so she would always watch them to see what she is suppose to be doing.

Case 6: Romaine is twelve years old in the 5th grade. He manages his school work quite well. However, as a result of having autism, he finds it a complex task to get along socially with his peers and they often think of him as 'strange' because he makes strange movements with his fingers all the time as well as with his tongue. Most times he is by himself and would rarely talk with a few students in his class. He is a strong math and science student and is very knowledgeable about animals. He always has his science magazine in his possession and would read about the same animals repeatedly when he is not working on class tasks. He would also talk about animals ever so often without being aware that persons are no longer interested in listening. When someone jokes about something he would take it quite literally because he does not know they are joking. One day one of his peers mentioned that it was raining cats and dogs outside and Romaine went to the class window looking for the cats and dogs. Romaine does not like to write but he enjoys typing and using the computer.

Case 7: Molly is age ten and is in foster care due to her mother's inability to control her at home. She has emotional/behavioural disorder, and as such, has had a history of being in trouble in class. She has had support from the Child Guidance Clinic which appeared to be successful as she is aware that her behaviour can at times be inappropriate. She does want to do well at school and produces good work when she is interested in the subject. However, she often has bouts of bad temper when she becomes aggressive. When she is like this she cannot control her language and will carry on an argument until the other person gives up or she is removed from the situation.

Case 8: Anna is sixteen years old and is in the eleventh grade. She is hearing impaired. Her interests are in computers and modeling, however, she experiences difficulty in the areas of vocabulary and language skills and needs support to participate in class and complete assigned academic tasks. She misinterprets information and does not ask for help or clarification. Her speech is not very clear and she has difficulty in the area of conflict resolution. She also has poor problem-solving skills. Although she uses a hearing aid to help her connect better with sounds she still has difficulty understanding the content of the teacher's instructions and often misinterprets what is said. She may do an assignment incorrectly or become so frustrated that she is unable to work on a task. When she feels angry she shuts out others around her and refuses to take action.

Case 9: Roger is fifteen years old and in the 7th grade. He encounters challenges at school that are reflective of intellectual disabilities. He has very weak academic abilities but often tries to do his school work. He is kind and gets along fairly well with some of his peers. He finds it very difficult to understand the content in her subject areas. He does not automatically recall information and have greater challenge with large chunks of information. He also has trouble generalizing what he learns. Whenever he gets too frustrated he does little or no work at school. His attention span is also limited and his communication skills sub-average.

Case 10: Petra is thirteen years old and only recently returned to school after spending another short period of time at the hospital. Whenever she gets ill she has laboured breathing, shortness of breath, wheezing and coughs. Although she would want to, Petra is not allowed to participate in sports or physical education activities because this can lead to great complications for. She likes to be in school and often worry that she coughs more than her friends and has difficulty keeping up with them. She is always very responsible and compliant, however, she complains now that her teenage year has been challenging, and as such, on numerous occasions, she has tried to downplay symptoms and delay using her reliever inhaler. She is embarrassed about having to use an inhaler to breathe better. She has had this health impairment from age three but for her, it seems to be harder to deal with now than before. Whenever she misses out on school she comes back feeling frustrated that she has to spend extra time trying to catch up on her class work.

Teaching Children with Special Needs in General Education Classrooms: Rubric for Oral Presentation
Assignment 1: Types of Exceptionalities (40 marks)

Exceptionality presented on: _____

Date of Presentation: _____

Names of group members: _____

| Criteria | 3 marks | 2 marks | 1 marks | 0-1/2 mark |
|---|--|---|--|---|
| Rationale for the Exceptionality | The rationale thoroughly explores a cited definition for the exceptionality and TWO (2) key examples from the case that fully substantiate the claim. | The rationale explores a cited definition for the exceptionality and ONE (1) key example from the case that substantiates the claim. OR Two examples are provided but one is unclear or not fully substantiated. | The rationale explores a cited definition for the exceptionality but no example from the case to substantiate the claim. OR The rationale explores an example from the case but no cited definition for the exceptionality to substantiate the claim. | The rationale has no bearing on the case and without cited definition. OR There is no rationale. |
| | 5 | 3-4 | 2 | 0-1 |
| Causes of the Exceptionality | Two (2) causes of the exceptionality are fully explained and supported with relevant research. | Two (2) causes of the exceptionality are adequately explained and supported with relevant research. | Two (2) causes of the exceptionality are explained with varying degree of depth and clarity, using relevant research. OR One (1) cause of the exceptionality is fully explained and supported with relevant research. | Minimal attempt has been made to explain the causes of the exceptionality with limited research to support. |
| | 5-6 | 3-4 | 2 | 0-1 |
| Characteristics of the Exceptionality <u>not provided</u> in the case. | Clear and detailed descriptions of TWO (2) other characteristics of the exceptionality are presented. | Descriptions of TWO (2) other characteristics of the exceptionality are presented. However, there are issues with depth and clarity. | Clear and detailed description of ONE (1) other characteristic of the exceptionality is presented. | Partial description of at least ONE (1) other characteristic of the exceptionality is presented. |

| | | | | |
|--|--|--|---|--|
| | 8 | 6-7 | 3-5 | 1-2 |
| Implications for the Teacher and Student | ONE (1) implication of the presence of the exceptionality for the teacher and ONE (1) implication of the presence of the exceptionality for the students are clearly and thoroughly discussed. | ONE (1) implication of the presence of the exceptionality for the teacher and ONE (1) implication for the students are adequately discussed. | ONE (1) implication of the presence of the exceptionality for the teacher is provided and ONE (1) implication of the exceptionality for the students are provided with varying degree of depth and clarity. | Unsatisfactory coverage of one (1) implication of the exceptionality is provided. Or Task has been attempted but has not been effectively explored. |
| | 7-9 | 5-7 | 3-4 | 0-2 |
| Description and Illustration of Accommodation | There is clear and detailed description and illustration of THREE (3) classroom accommodations that are appropriate for the grade level and efficiently/effectively facilitate the inclusion of the student with the identified exceptionality. | There is adequate description and illustration of THREE (3) classroom accommodations that are appropriate for the grade level and efficiently/effectively facilitate the inclusion of the student with the identified exceptionality. | There is satisfactory description and illustration of TWO (2) classroom accommodations that are appropriate for the grade level and efficiently/effectively facilitate the inclusion of the student with the identified exceptionality. There are issues with depth and clarity. | There is unsatisfactory description and illustration of ONE (1) or more classroom accommodations that are not necessarily appropriate for the grade level and may not efficiently/effectively facilitate the inclusion of the student with the identified exceptionality. |
| | 3 marks | 2 mark | 1 mark | 0-1/2 mark |
| Creativity | High level of creativity demonstrated throughout the presentation supported by the use of relevant and aesthetically appealing visuals. | Satisfactory level of creativity demonstrated throughout the presentation with satisfactory use of relevant and aesthetically appealing visuals. | Limited level of creativity demonstrated throughout the presentation with limited use of relevant and aesthetically appealing visuals. | Minimum level of creativity demonstrated throughout the presentation with minimum use of relevant and aesthetically appealing visuals. Visuals lack relevance and aesthetic appeal. |
| | 4 | 2-3 | 1 | ½ |
| Language/Organization | Work is well organized; ideas are presented in a structured manner. Consistent use of correct grammar. | Work is organized; Ideas are presented in a fairly structured manner. Less than five (5) grammatical errors. | Work is not well organized; ideas are not presented in a structured manner. Grammatical errors are between five (5) and ten (10). | Work is not well organized ideas are not presented in a structured manner. More than ten (10) grammatical errors. |
| | 2 marks | 1 mark | ½ mark | 0 |
| References | At least five (5) references are correctly cited according to the APA style. | At least four (4) references are correctly cited according to the APA style. | Three (3) or less references are cited according to the APA style. | No reference cited |

Comments:
