

Special Education Law

The foundation of US special education rests on the EHA or the Education for all Handicapped Children Act of 1975. Before this law was enacted, many children were “were denied access to education and opportunities to learn”¹ mainly “children who were deaf, blind, emotionally disturbed, or had an intellectual disability”². With the introduction of EHA (and its revision IDEA), there has been a concerted effort to ensure children with disabilities are able to go to school and are properly serviced during their education. This effort is divided into six different principles, including a Free Appropriate Public Education (FAPE), least restrictive environment (LRE), Individualized Education Plans, (IEP), parent participation, and procedural safeguards³. Free appropriate public education refers to the obligation of school districts to provide special education services a child requires at no additional cost as well as creating IEPs that result in “educational benefit”⁴ to a student with disabilities. As a social studies teacher, I see my role as being paramount in ensuring this does occur. In the classroom, if a child requires any service, it is incumbent on me to ensure that it is present for the student and that the work I do with them is appropriate to their needs and is done in a way where they derive the most benefit. Furthermore, Michigan’s Department of Education notes the need for “accommodations and modifications can be in a general education setting”⁵. For example, a student who may not be able to see should have curriculum prepared in a fashion that ensures they can participate such as audio text or in terms of modifications, focusing less on geography when describing material in class. LRE describes the placing of a student in “the general education setting to the greatest extent appropriate and receive supports and services as determined by the IEP team”⁶ and it is a continuum of settings from the general classroom to a specialized facility that meets the need of the student. The least restrictive environment for a student may not be in my classroom but if it were, it is vital that I ensure that whatever accommodations or modifications that child needs is available in my classroom, or I am continued correspondence and collaboration with their special education teacher. For example, if it has been deemed that a child who has challenges with sight is allowed to be in my classroom, I should accommodate them with closer seating, larger fonts on texts and if needed, these materials are sent to their special education teacher (if they have one). An IEP is “document for students with disabilities that outlines the student’s educational needs and goals and any services required”⁷. My role in this process can vary as I should do my best to provide the IEP team with the most accurate information on the child

¹ United States Department of Education, *A History of the Individuals with Disabilities Education Act*, (Washington DC, 2023) <https://sites.ed.gov/idea/IDEA-History#1980s-90s>

² United States Department of Education, *A History*, n.p

³ Matthew Saleh, *Your Child’s Rights: 6 Principles of IDEA*, (Norwalk, n.d)

<https://www.smartkidswithld.org/getting-help/know-your-childs-rights/your-childs-rights-6-principles-of-idea/>

⁴ Saleh, *Your Child*, n.p

⁵ Michigan Department of Education, *Free Appropriate Public Education (FAPE)*, (Lansing, 2023),

[https://www.michigan.gov/-](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/familymatters/FM1/FAPE_FactSheet.pdf?rev=a3e57355b1ef4a2ca56842ce868a3827)

[/media/Project/Websites/mde/specialeducation/familymatters/FM1/FAPE_FactSheet.pdf?rev=a3e57355b1ef4a2ca56842ce868a3827](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/familymatters/FM1/FAPE_FactSheet.pdf?rev=a3e57355b1ef4a2ca56842ce868a3827)

⁶ Michigan Department of Education, *Educational Placement and the Least Restrictive Environment (LRE)*, (Lansing, 2023), [https://www.michigan.gov/-](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/familymatters/FM1/LRE_FactSheet.pdf?rev=df9cc1196eec4ab4859f3fd68e9356a1)

[/media/Project/Websites/mde/specialeducation/familymatters/FM1/LRE_FactSheet.pdf?rev=df9cc1196eec4ab4859f3fd68e9356a1](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/familymatters/FM1/LRE_FactSheet.pdf?rev=df9cc1196eec4ab4859f3fd68e9356a1)

⁷ Michigan Department of Education, *Individualized Education Plan (IEP)*, (Lansing, n.d),

<https://www.michigan.gov/mde/services/special-education/evaluations-ieps/ieps>

in the classroom, what difficulties they may have and their overall performance with coursework and quality of interactions with peers. All of these are to inform how an IEP is made for that student so that their education is as beneficial as it could possibly be. There is also my role in ensuring that what is mandated in the IEP does happen in my classroom, and this can vary from accommodations to modifications. Finally, procedural safeguards and parents rights go hand in hand to some extent. Procedural safeguards are meant to ensure that there are protections for families and their students, and this extends to a number of rights that parents have in the process of developing their child's education plan. I see my role in these aspects as mainly involving correspondence with parents about a child's progress and observations I may have during class. This will help inform parents about decisions they would like to make about their child's education, it may give them notice of something they would like to address (such as a decision I made they do not agree with), it ensures that none of their rights are being infringed upon but also that they are continually aware of what happens in the classroom and are able to make decisions based upon those changes.

Disability Glossary

Autism

Autism is a “a developmental disability significantly affecting verbal and nonverbal communication and social interaction”⁸ that affects 1 in 36 children (with it being 4 times as likely in boys than girls)⁹ and is typically detected at a younger age (around three). There are also other symptoms associated with this disability such as difficulty transitioning from one activity to another, repetition of certain actions and “unusual responses” to certain sensory related activities¹⁰. It is important to note, however, that the characteristics described above exist within a spectrum with some children exhibiting more obvious signs of this disability than others. There is no cure for autism, but current treatment seeks to “reduce symptoms that interfere with daily functioning and quality of life”¹¹. These treatments fall into a variety of categories such as behavioral (focusing on changing behaviors and why they happen), developmental (focusing on developmental skills such as language and physical skills) and educational (focusing on their capacity to be in a classroom and learn). Many of the accommodations that can be made for a student with autism revolve around proactively managing the symptoms of this disability. Some recommended accommodations include establishing a classroom routine so that a student becomes familiarized with the classroom as well as not becoming stressed during class transitions¹². This can also include warnings and notices of transitions so that the student has ample time to prepare. The accommodations provided can also extend to technology as well such as providing various sensory related technology so that the child does not have a sensory overload (such as headphones or earplugs) as well as providing instruction through technology such as visual or written accommodations. This technology can also take

⁸ Center for Parent Information & Resource, “*Categories of Disability Under Part B of IDEA*” (Newark, 2022), <https://www.parentcenterhub.org/categories/#asd>

⁹ Center for Disease Control, “*Data & Statistics on Autism Spectrum Disorder*”, (Atlanta, 2023), <https://www.cdc.gov/ncbddd/autism/data.html>

¹⁰ Parent Information, *Categories of Disability*, n.p

¹¹ Center for Disease Control, “*Treatment and Intervention Services for Autism Spectrum Disorder*”, (Atlanta, 2023), <https://www.cdc.gov/ncbddd/autism/treatment.html>

¹² University of Washington, *What are typical challenges and accommodations for students with Autism Spectrum Disorder?*, (Seattle, 2022), <https://www.washington.edu/doit/what-are-typical-challenges-and-accommodations-students-autism-spectrum-disorder>

the form of enhancing a child's learning abilities such as a computer to write or having a notetaker as some students may have challenges that inhibit their ability to hold pencils or write¹³.

Deafness

Deafness is defined as "a hearing impairment so severe that a child is impaired in processing linguistic information through hearing"¹⁴. It affects about 3 in every 1000 children¹⁵ (this is in regard to children who are born deaf) and hearing loss can occur in later years as well. However, even within this population, the severity of this disability can vary with some people being able to hear with one ear and some people having a more difficult time hearing than others who may also be classified as deaf¹⁶. There are treatments available for deafness but depending on the nature of the hearing loss (that is how severe it is as well as its cause) the treatments will vary. If it is related to something obstructing the sound waves within the ear then there are surgeries, medicines and tubing that can be used to treat this form of deafness¹⁷. If the nature of hearing relates to the inner ear or the transmission of sound then a hearing aid, or cochlear implant may be a technology that can help the child hear. If their deafness is particularly severe then this technology may be used "in combination with American sign language, lip reading or gestures"¹⁸. Depending on the nature of the hearing loss, the options for accommodation may vary. If the child can still hear in some regards, then having them in the front of the class may help them as they are closer to the speaker. In terms of material, you can present and teach in a more visual manner such as using pictures¹⁹. For example, using a map of the United States rather than just relying on a student's knowledge of the US. This can extend to media presented in class as well with closed captioning or written descriptions of images²⁰. You can also mix more down time into your pedagogy as the child may need time to read or if they have an interpreter, allowing the interpreter time to properly communicate information for them. There are also technological accommodations such as text to speech software as well as assistive learning device which work in tandem with a child's hearing aid or cochlear implant (if they have one)²¹

Visual Impairment including Blindness

¹³ University of Washington, *What are typical challenges and accommodations for students with Autism Spectrum Disorder?* N.p

¹⁴ Center for Parent Information & Resource, *Categories of Disabilities*, n.p

¹⁵ National Institute on Deafness and Other Communication Disorders, *Quick Statistics about Hearing*, (Bethesda, 2021), <https://www.nidcd.nih.gov/health/statistics/quick-statistics-hearing#:~:text=About%20%20to%203%20out,in%20one%20or%20both%20ears.&text=More%20than%2090%20percent%20of%20deaf%20children%20are%20born%20to%20hearing%20parents.&text=Approximately%2015%25%20of%20American%20adults,over%20report%20some%20trouble%20hearing.>

¹⁶ National Library of Medicine, *Hearing loss and deafness: Normal hearing and impaired hearing*, (Bethesda, 2020), <https://www.ncbi.nlm.nih.gov/books/NBK390300/#:~:text=Mild%20hearing%20loss%3A%20Hearing%20loss,of%20more%20than%2081%20decibels.>

¹⁷ Boston's Children Hospital, *Hearing Loss*, (Boston, n.d) <https://www.childrenshospital.org/conditions/hearing-loss#:~:text=A%20hearing%20aid%20or%20cochlear,%2C%20lip%20reading%2C%20and%20gestures.>

¹⁸ Boston's Children Hospital, *Hearing Loss*, n.p

¹⁹ National Deaf Center, *Accommodations 101* (Austin, n.d). <https://nationaldeafcenter.org/resource-items/accommodations-101/>

²⁰ National Deaf Center, *Accommodations 101*, n.p

²¹ National Deaf Center, *Accommodations 101*, n.p

This category of disability is defined as “an impairment in vision that, even with correction, adversely affects a child’s educational performance”²² and its nature can vary from partial sight to complete blindness. As of July 2022, there is 645,000 children in the US that are either visually impaired or blind (600,000 visual impaired and 45,000 who are blind)²³ with females being more at risk than male children as well as black and Latino students being at particular risk. As the nature of the disability varies so can its causes as some causes are prenatal (before birth) while others may result from accidents, or health impairments after birth²⁴. This variation in cause and type impacts the treatment available (if there is any at all) for individuals who may be visually impaired or blind. With some types being untreatable (complete eye damage or the absence of an eye), others may be treated with anti-infection medicine, or surgeries that repair certain parts of the eye²⁵. For individuals who are completely blind, there are various supports available such as service animals, canes, and various reading aids like Braille and screen readers²⁶. In the classroom, Braille labels and signs existing alongside non-Braille signs helps visually impaired students navigate around the classroom²⁷ along with making a classroom that is friendly to their movements and needs (this includes wider lanes, allowing them to leave class early in order to not have to navigate the halls or class with many bodies and having items in set areas and placing them in a location where listening is easier). Regarding Instruction, you can provide verbal descriptions of pictures and other visual aids²⁸. This instructional aid can extend to having electronic and or Braille notes for the student so they can use various reading aids to view the notes and to videotape lectures to help them when they are not in the classroom.

Speech and language impairment

This disability is defined as “a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment”²⁹. It is important to note that this disability like many others can includes a myriad of specific disabilities and disorders to revolve around difficulties with reading and writing, slurred speech, stuttering and challenges with swallowing³⁰. 1 in 12 children have this disability with boys (1 in 10) and African American children being most at risk for it (1 in 10)³¹. While some students may outgrow this disability, most speech and language impairments are not curable and

²² Center for Parent Information & Resource, *Categories of Disabilities*, n.p

²³ Center for Disease Control and Prevention, *Prevalence Estimates – Vision Loss and Blindness* (Atlanta, 2022), <https://www.cdc.gov/visionhealth/vehss/estimates/vision-loss-prevalence.html>

²⁴ Medline Plus, *Blindness and Visual Loss*, (Washington DC, n.d) <https://medlineplus.gov/ency/article/003040.htm>

²⁵ Cleveland Clinic, *Blindness*, (Cleveland, 2022) <https://my.clevelandclinic.org/health/diseases/24446-blindness>

²⁶ University of Illinois Library, *Blind/Visual Impairment: Common Assistive Technologies*, (Champaign, 2023) <https://guides.library.illinois.edu/c.php?g=526852&p=3602299>

²⁷ University of Washington, *What are typical accommodations for students with blindness?*, (Seattle, 2022), <https://www.washington.edu/doit/what-are-typical-accommodations-students-blindness>

²⁸ University of Washington, *Students with Blindness*, n.p

²⁹ Center for Parent Information & Resource, *Categories of Disabilities*, n.p

³⁰ Mayor Clinic Health System, *Speaking clearly: Help for people with speech and language disorders* (New Prague, 2022) <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/help-is-available-for-speech-and-language-disorders>

³¹ National Institute on Deafness and Other Communication Disorders, *Quick Statistics About Voice, Speech, Language* (Washington DC, 2016), <https://www.nidcd.nih.gov/health/statistics/quick-statistics-voice-speech-language>

treatment depends on the severity of the impairment³². Speech and language therapy is typically advised if there are no signs that the child's disability is improving. During therapy, a therapists "may teach your child how to use their tongue to create certain sounds"³³. Other forms of treatment can include the learning of exercises to help the child overcome their particular challenge or rehabilitation of this disability if it is born from a medical injury³⁴. There are a variety of techniques and accommodations available for students with these disabilities in the classroom. In regards to speaking, many students with this disability have challenges with connecting the sound of words and letters to their written form, incorporating the sounding out of words in instruction has been shown to help students³⁵. To engage the student, allowing multiple mediums of communication such as written or voice synthesizers³⁶ as well as offering multiple modes to view content such as captioning³⁷ have all been proven to bolster a student's learning potential. Furthermore, if there is a time, direct phonological instruction and separating can help students with this challenge greatly. In terms of reading and writing, incorporating vocabulary exercises such as flashcards or writing assignments that emphasize new vocabulary can help students to become accustomed with these words and how to use them³⁸. There is also allowing them to be assessed in different forms such as brief verbal answers rather than reading and writing an answer³⁹. Other accommodations can include seating the student closer to you so that they are less likely to be distracted and to leave room in instruction for knowledge checks and time for the student to seek help.

Developmental Delay

Developmental delay is defined as "a delay in one or more of the following areas: physical development; cognitive development; communication; development; or behavioral development"⁴⁰. Signs of developmental delays include failing to reach certain milestones in development such as remembering, social skills, and learning (though this typically manifests in one area of learning)⁴¹. It can also include other disabilities included in this glossary such as ASD⁴². According to the Center for Disease Control,

³² Penn Medicine, *Speech and Language Disorders*, (Philadelphia, 2022) <https://www.pennmedicine.org/for-patients-and-visitors/patient-information/conditions-treated-a-to-z/speech-and-language-disorders#:~:text=The%20type%20of%20treatment%20will,tongue%20to%20create%20certain%20sounds.>

³³ Penn Medicine, *Speech and Language*, n.d

³⁴ Mayor Clinic Health System, *Speaking clearly*, n.d

³⁵ National Center of Educational Outcomes, *Reading and Students with Speech or Language Impairments*, (Minneapolis, n.d)

<https://nceo.info/Resources/publications/onlinepubs/PARA/readingandspeech/index.htm#:~:text=Accommodatio ns%20for%20students%20with%20speech,a%20variety%20of%20other%20accommodations.>

³⁶ Regent Center for the Learning Disorders at the University of Georgia, *Accommodations and Instructional Strategies* (Athens, n.d) <https://www.rcld.uga.edu/accommodations-and-instructional-strategies>

³⁷ Larissa Hirsch, *Speech and Language Disorders Factsheet (for Schools)* (2021)

<https://kidshealth.org/en/parents/speech-language-factsheet.html>

³⁸ Andrew Thoron, *Teaching Students with Disabilities: Speech and Language Impairments*, (Gainesville, 2019)

<https://edis.ifas.ufl.edu/publication/WC263>

³⁹ Regent Center for the Learning Disorders at the University of Georgia, *Accommodations*, n.p

⁴⁰ Center for Parent Information & Resource, *Categories of Disabilities*, n.p

⁴¹ Informedhealth.org, *Developmental Disorders in Children and Teenagers* (2023)

<https://www.informedhealth.org/developmental-disorders-in-children-and-teenagers.html>

⁴² Center for Disease Control and Prevention, *Developmental Delays* (Atlanta, 2022),

<https://www.cdc.gov/ncbddd/developmentaldisabilities/index.html#:~:text=About%20one%20in%20six%20childre n,disabilities%20or%20other%20developmental%20delays.>

about 1 in 6 children have at least one developmental delay⁴³ with boys being more at risk for developmental delays (1 in 10) than girls (1 in 20)⁴⁴. There are no "cures" for developmental delays but interventions are possible and if done early enough can greatly benefit a child in "catching up"⁴⁵ The nature of services given or recommended to a student may vary such as assistive technology (computers, text to speech, communication programs and screen readers), speech and language services (developing phonological skills, vocabulary, improving reading comprehension), and physical therapy (developing motor skills)⁴⁶. In terms of accommodation for students with developmental delays these can range depending on the specific delay the child has. Pedagogically, scaffolding a task from simple to complex provides students time to slowly develop a skill as well as having time in class to practice what is being taught. Accommodation can also include more demonstrative teaching with you modeling how an assignment or task is done and ensuring a slow and understandable pace of lecturing as it helps students with processing information and developing knowledge. Other recommended accommodation for the management of the classroom may include a quiet space, as well as the implementation of visuals in lectures or assignments⁴⁷.

Emotional Disturbance

This disability is defined as "means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance"⁴⁸. This can be expanded into several categories including difficulties learning that are not related to intellectual, health or sensory factors⁴⁹, an inability to build meaningful relationships with peers and teachers⁵⁰, pervasive depression and the tendency to develop physical symptoms or fears associated with school or personal problems⁵¹. In school these challenges may manifest as being unable to listen and learn and communicate with peers⁵². This category of disability, like others, includes a variety of specific disorders and disabilities such as mania, PTSD, schizophrenia, and bipolar disorder⁵³. According to the US Department of Education, 6% of students with disabilities are emotionally disturbed

⁴³ Center for Disease Control and Prevention, *Developmental Delays*, n.p

⁴⁴ Cara Murez, *Nearly 1 in 10 U.S. Children Has a Developmental Disability: CDC*, (Eugene, 2023) <https://www.usnews.com/topics/author/healthday>

⁴⁵ TopDoctors United Kingdom, *Developmental Delay* (London, 2023) <https://www.topdoctors.co.uk/medical-dictionary/developmental-delay#>

⁴⁶ Center for Parent Information & Resource, *Developmental Delay*, (Newark, 2021), <https://www.parentcenterhub.org/dd/#eval>

⁴⁷ NYC public schools, *List of Accommodations and Modifications* (New York City, n.d) <https://infohub.nyced.org/in-our-schools/working-with-the-doe/special-education-providers/preschool-providers/list-of-accommodations-and-modifications>

⁴⁸ Center for Disease Control and Prevention, *Developmental Delays*, n.p

⁴⁹ Center for Disease Control and Prevention, *Developmental Delays*, n.p

⁵⁰ Center for Disease Control and Prevention, *Developmental Delays*, n.p

⁵¹ Center for Disease Control and Prevention, *Developmental Delays*, n.p

⁵² do2learn, *Emotional Disturbance*, (no location, n.d)

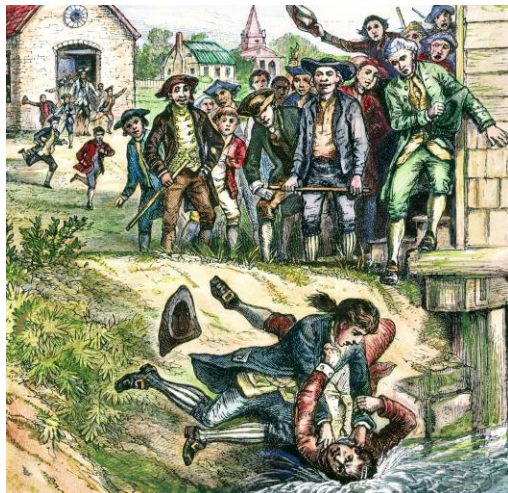
https://do2learn.com/disabilities/CharacteristicsAndStrategies/EmotionalDisturbance_Characteristics.html#:~:text=Emotional%20disabilities%20may%20be%20related,are%20necessary%20for%20school%20success.

⁵³ Kansas Department of Education, *What is Emotional Disturbance* (Topeka, 2020), <https://www.ksde.org/Portals/0/ECSETS/FactSheets/FactSheet-SpEd-ED.pdf>

with the white students being most at risk (being a little under 50% of all cases)⁵⁴. This category of disability like others includes a variety of different specific disorders and disabilities such as anxiety disorders, bipolar disorder and obsessive-compulsive disorder⁵⁵. Some shared treatments between these various disorders include learning relaxation techniques, medication⁵⁶ cognitive and exposure therapy⁵⁷ and the development of support groups⁵⁸. It is recommended that accommodations for students with this disability come in the form of preventative action⁵⁹. This includes the promotion of socially acceptable ways to interact and behave with peers⁶⁰ and offering time for them to practice these standards and norms. For students who have challenges learning, it is advised to minimize distractions (by learning what triggers a student), check ins to check the "emotional temperature" and help calm and reorient a student⁶¹. There are also other accommodations such as extended time on an assignment, the recording of lessons (in the situation where they have a difficult time in class that day) and the designation of a time for them to take a break and calm themselves emotionally.

Students with Disabilities and Universal Design for Learning

A student with ASD



When I consider my resource assignment, I believe that a student with ASD might have the most challenge with a picture. Especially if it is shown and left to the student to draw conclusions from in a

⁵⁴ United States Department of Education, *OSEP Fast Facts: Children Identified With Emotional Disturbance* (Washington DC, 2020) <https://sites.ed.gov/idea/osep-fast-facts-children-IDed-Emotional-Disturbance-20>

⁵⁵ Kansas Department of Education, *Emotional Disturbance*, Page 1

⁵⁶ Mayo Clinic, *Bipolar Disorder* (Minneapolis, 2022) <https://www.mayoclinic.org/diseases-conditions/bipolar-disorder/diagnosis-treatment/drc-20355961>

⁵⁷ United Kingdom National Health Service, *Treatment - Obsessive compulsive disorder (OCD)* (London, 2023) <https://www.nhs.uk/mental-health/conditions/obsessive-compulsive-disorder-ocd/treatment/>

⁵⁸ Better Health, *Managing and Treating Anxiety* (Victoria, 2022)

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/anxiety-treatment-options>

⁵⁹ Kansas Department of Education, *Emotional Disturbance*, Page 2

⁶⁰ Kansas Department of Education, *Emotional Disturbance*, Page 2

⁶¹ Amanda Morin, *Classroom Accommodations for Anxiety* (New York City, n.d)

<https://www.understood.org/en/articles/at-a-glance-classroom-accommodations-for-anxiety>

less structured nature and even “abnormal” routine. A standard difficulty for students with ASD is a break from routine⁶², I would make a point to discuss and “warn” about us looking at my Shay’s Rebellion painting and generally discuss what it looks like and what we are going to consider. This is a benefit for these students because of their disability⁶³ but it prepares all students and allows them to be confident entering the classroom⁶⁴. I would then modify the image to include labels about certain characters (such as the farmers and the tax collector as well as the weapons) as some this student may have difficulties with reading comprehension, it is important that these labels are not too long, use language that is simple and straightforward and is limited in number in order to prevent overstimulation⁶⁵. This also benefits other students as it is very bold to assume that every student in the classroom will know what a 18th century farmer and tax collector would look like or even the implication of what many people standing on is and the simple labels prevent cluttering the image and distracting from the point of actually viewing the image. As an instructional strategy I would also talk about each label and “explain” the image as it can help with students who are still confused but also help this student who may have challenges with reading and verbal comprehension. In terms of the assessment for this particular image, it would be a short series of questions that can be answered in multiple formats such as typing, writing or even recording an answer. The short series of questions helps all students as it helps slowly build towards higher level thinking but for this student in particular as difficulties with executive functioning may inhibit their ability to mentally carry out a singular very complex question and the breaking down of this process over multiple questions can visualize this process. Students have various strengths and weaknesses in their portrayal of ideas, some may be weaker writers than others and so the offering of typing may be attractive to them (as there are various software's to fix mistakes). For a student with ASD, their challenges with motor skills can make writing out an assignment a challenge for them even if they are knowledgeable in the topic. Allowing them (and making them aware of various voice recognition software) will help them in showing their knowledge but also helps them more accurately understand their educational progress as they're ability to demonstrate knowledge is no longer contingent on physical ability.

A student with reading disability -

<https://drive.google.com/file/d/0B0PW81FVjDR3WWpJRIQzVlhRVE0/view?resourcekey=0-9m3yRwZB3R9gOWfRdsOuAQ>

I choose my textbook passage to match with this student since as a teacher, I should find a way to bridge their current set of skills with the items in the classroom they may have the most difficulties with as opposed to working to avoid those challenges all together. Some of the chief challenges, a student with a reading disability face is slowly reading and being unable to make sense of what they had read⁶⁶.

⁶² Katie Malone, *The Challenges Students with Autism Face* (2021), <https://www.graduateprogram.org/2021/01/the-challenges-students-with-autism-face/>

⁶³ University of Washington, *Typical Challenges*, n.p

⁶⁴ Head Start, *The Importance of Schedules and Routines* (Washington DC, 2023) <https://eclkc.ohs.acf.hhs.gov/about-us/article/importance-schedules-routines#:~:text=Just%20like%20adults%2C%20children%20feel,give%20children%20a%20predictable%20day.>

⁶⁵ Steven Zauderer, *Autism Sensory Overload and Overstimulation* (Raleigh, 2023) <https://www.crossrivertherapy.com/autism/sensory-overload#:~:text=Overstimulation%20can%20be%20triggered%20by,can%20be%20difficult%20to%20manage.>

⁶⁶ Learning Disabilities Association of America, *Accommodations, Techniques and Aids For Learning* (Allison Park, n.d) <https://ldaamerica.org/info/accommodations-techniques-and-aids-for->

I would modify how this text is used, while I can present the option for them to read the text as per usual, I would also record myself reading throughout (as this is a text used in class, I believe that this is plausible as it is not very long). I choose this as not every textbook will have an audio version and having a robot read it back to the student may not enable for the phrasing out of words and it may ignore inflection. For a student who may not be able to pace their reading or decode words, having someone else do it will help them become familiar with these words but also how to phrase them out⁶⁷. For students who may not have a reading disability, having a recording of the text (and having it posted on Google Classroom) makes it inherently more accessible when studying and it helps them hear and become familiarized with vocabulary, they are not familiar with as I am pronouncing it and, in some cases, even explaining what it means⁶⁸. Another way I would modify the text is to space out the words and make them bigger. Students with reading disabilities may have difficulties with the words being cluttered or packed tightly causing difficulties in readability⁶⁹, thus additional spacing will work towards this issue. Research has shown that doing so will "force the eye to move more slowly through each line"⁷⁰ and this will assist all students in reading slower and more carefully.

There is also the issue of what the students are doing with this writing and how will this particular student engage with it. I intend to provide a reading outline for all students. I believe that for this student in particular, spelling is already quite challenging⁷¹ and thus giving them a note outline will limit the amount of writing they need to do (especially if much of it is with vocabulary, they are unfamiliar with) and helps them feel comfortable that they are on the right track with their reading. This approach can also benefit other students as well, as they can similarly keep track of their progress but also it helps account for issues such as them being tired in class, being generally unsure of what is occurring in the text or being absent all together, This note taking approach allows for a student with a reading disability to stay on track with their reading and see the details they are looking for as well as helping other students who may be experiencing their own difficulties.

Student with ADHD - <https://www.youtube.com/watch?v=bO7FQsCcbD8>

The video I selected for my resource assignment was a crash course video that means to a certain extent, its style and pacing is already beneficial for a student with ADHD as it does not need as

learning/#:~:text=For%20students%20who%20have%20difficulty%20reading%20cursive%2C%20small%2C%20or%20crowded,and%20mnemonics%20may%20improve%20performance.

⁶⁷ Healthy Children, *Reading Disorders: What Parents Need to Know* (2021),

[https://www.healthychildren.org/English/health-issues/conditions/learning-disabilities/Pages/reading-disorders-what-parents-need-to-](https://www.healthychildren.org/English/health-issues/conditions/learning-disabilities/Pages/reading-disorders-what-parents-need-to-know.aspx#:~:text=Reading%20the%20same%20book%20over,and%20build%20fluency%20and%20confidence)

[know.aspx#:~:text=Reading%20the%20same%20book%20over,and%20build%20fluency%20and%20confidence.](https://www.healthychildren.org/English/health-issues/conditions/learning-disabilities/Pages/reading-disorders-what-parents-need-to-know.aspx#:~:text=Reading%20the%20same%20book%20over,and%20build%20fluency%20and%20confidence)

⁶⁸ University of Iowa, *What are the Benefits of Reading Out Loud* (Iowa City)

https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/What_are_the_Benefits_of_Reading_Aloud_ed.pdf

⁶⁹ Learning Disabilities Association of America, *Accommodations, Techniques and Aids For Learning*. n.p

⁷⁰ Gale, *Larger Print Offers Bigger Advantages for Striving Readers* (no location, 2018).

[https://blog.gale.com/larger-print-offers-bigger-advantages-for-striving-readers/#:~:text=Because%20they%20have%20less%20to,more%20slowly%20through%20each%20line.](https://blog.gale.com/larger-print-offers-bigger-advantages-for-striving-readers/#:~:text=Because%20they%20have%20less%20to,more%20slowly%20through%20each%20line)

⁷¹ National Institute of Health, *What are Symptoms of Reading Disorders?* (Washington DC, 2020)

<https://www.nichd.nih.gov/health/topics/reading/conditioninfo/symptoms>

prolonged attention as a standard video or reading. For all children, the pictures and narration enhances the learning of the video but for the child with ADHD, it helps prevent boredom by engaging them in various different ways at a quick pace. I would have this video watched during individual work time as opposed to having all my students watch it from a projector quietly. It is not inherently an instructional strategy, but I believe giving students the leisure to watch the video at their own pace allows them to rewatch any areas they may not have understood as well as ask questions freely to me rather than waiting during a moment where instruction is not occurring. The opportunity to pace yourself is a great benefit to the student with ADHD as well as they are able to take breaks when sitting becomes too much for them⁷² and it allows them the opportunity to do the assignment I have for them in a style they prefer such as at a desk, standing or sitting on the floor (so long as it is not an inconvenience for other students). Another instructional strategy I would take would be going over the assignment and my expectations for it and then asking students what my expectations are. The benefit of this is that it ensures that all students are on the same page when beginning the video but also that they have the opportunity talk about any concerns they may have regarding the assignment and thus allows for them to have a say in how it is graded and what expectations are for it. One of the main challenges with ADHD is that someone with it may be rather inattentive which will lead to them being unaware of the instructions being given⁷³. By going over instructions and having a discussion on them, I believe this makes it easier for this student to hear what the instructions are but to also express their concern about how to go about doing the assignment. While I intend to have the associated assignment with this video by short, another adjustment I would make when having students engage with this video is allow for what could be an in class assignment to be one they take home (or in other words, offering additional time on it). Additional time on assignments or assessments is already recommended for students with ADHD⁷⁴ but I believe additional time can be a benefit for all students as the day to day needs of every student varies and there are going to be days where a student who otherwise would be able to complete this worksheet, does not.

Student with ODD - <https://www.amrevmuseum.org/exhibits/a-new-nation>

A student with ODD may have many difficulties when on a field trip as it can be a structured environment that involves consistent cooperation with peers, chaperones and teachers. In order to make such an environment easier for the student, I will describe generally what we are doing, what we are looking at and what the expectations are for the student. This should be modeled in class as well as being consistently reiterated leading up to our field trip as it sets consistent boundaries for a student who will be less likely to try to push them⁷⁵. For other students, this allows them to be prepared for the

⁷² Center for Disease Control, *Attention-Deficit / Hyperactivity Disorder (ADHD)*, (Atlanta, 2023), <https://www.cdc.gov/ncbddd/adhd/features/adhd-and-school-changes.html#:~:text=Children%20with%20ADHD%20struggle%20more,keep%20them%20engaged%20in%20learning.>

⁷³ Children and Adults with Attention-Deficit/Hyperactivity Disorder, *Classroom Accommodations*, (Lanham, n.d). <https://chadd.org/for-educators/classroom-accommodations/>

⁷⁴ Children and Adults with Attention-Deficit/Hyperactivity Disorder, *Classroom Accommodations*. N.p

⁷⁵ Minnesota Association for Children's Mental Health, *Oppositional Defiant Disorder* (St. Paul, n.d). <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/school-health-students-with-special-health-needs/oppositional-defiant-disorder.pdf>

field trip and aware of the amount of physical activity we are doing along with any supplies or items they may want to bring (such as money if there is a gift shop or cafeteria), and in case there are concerns that parents may have. When at the museum, if our visit entails multiple exhibits, this lends itself to another accommodation as I can give the student a choice of how to visit the exhibits (especially if it is a freer form visit, that is, we are viewing at our leisure as opposed to be accompanied by guide). This is a particularly valuable accommodation as students with ODD prefer to be in control⁷⁶ and this allows that but still puts their education first and foremost. It's also that freedom that I believe will make this a good accommodation for all students as well as allowing them to control their learning while still prioritizing it. This ability to have choice also creates a good opportunity to implement another accommodation: breaks or time outs. Being in a public setting, there are more than likely areas to rest or take a break and if a situation becomes too frustrating for this student, then it is possible for me or an adult to offer them an opportunity to step out and recollect themselves before returning and engaging with the trip. Then there is the assessing of knowledge. I have always envisioned a field trip as occurring at the end of a unit, so we are at the point in time where this knowledge has already been assessed so I am not as concerned about fleshing out the knowledge. However, I would give students a sheet and pencil and ask them to write any observations they have (for discussion later). This allows them the freedom of viewing and only writing down what they believe is necessary (with some requirements such as "write down 4 observations). For a student with ODD, I will not be hovering around them for the entirety of the trip but in the chance, I see them observing something, I may come over and have a conversation with them and I believe this can scaffold into higher levels of thinking even if it may not be apparent to the student⁷⁷. This is more informal (as opposed to the note writing feeling mandated), and the student will not feel as if they are being singled out but I as the teacher can take small steps for them to extract plenty of knowledge from this experience.

⁷⁶ Grant Fodness, *ODD: Oppositional Defiant Disorder*. <https://teachercertification.com/inclusion-guide-teaching-students-odd/>

⁷⁷ Minnesota Association for Children's Mental Health, *Oppositional Defiant Disorder*. Page 2

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