

EXHIBIT 1

Class Description

Mr. Jones teaches seventh-grade mathematics. Although most of his program consists of general education classes, one is designated as an Integrated Co-Teaching (ICT) class. His co-teacher for that class, Ms. Smith, is a certified special education teacher. Although this is the first year that the two teachers have worked together, they have developed three teaching strategies that they use most often. In the first model, the two teachers each teach segments of the lesson to the entire class, often offering a variety of strategies to solve specific mathematical problems or concepts. During parallel teaching, the two teachers teach the same concept but split the class into two groups, with each teacher being responsible for one of the groups. Lastly, during some lessons, one of the teachers is responsible to teach the lesson to the entire class while the other teacher rotates around the room assisting individual students.

The ICT class consists of 25 students. Seventeen of them are general education students and receive no special education services, while eight of the students have Individualized Education Programs (IEPs). Of the eight students, five are classified as having a learning disability, one is classified as other health impaired, one is classified as emotionally disturbed and one as hearing impaired.

Jill, one of the students classified as learning disabled, has strong receptive and expressive language skills. Her main deficit is in the area of visual motor integration, which manifests itself by Jill's inability to copy from the board, poor handwriting, trouble aligning numbers when completing math problems and inability to copy shapes and forms.

Tom is classified as other health impaired and has been medically diagnosed as having attention deficit/hyperactivity disorder (ADHD). He is on grade level in mathematics, however, he frequently leaves his seat without permission and has difficulty focusing on tasks for extended periods of time.

Sam is classified as emotionally disturbed. He is on grade level in most subjects, but does have difficulty getting along with within a group of peers. He is frequently able to work with one peer at a time, but, if he becomes frustrated, he will begin to argue and/or fight. He often does not complete assignments and/or homework.

EXHIBIT 2

Except from Informal Classroom Observations of Jill, Tom and Sam by Ms. Smith

Jill requires significant support in activities requiring copying, cutting with a scissor on a line, comparing and contrasting objects or shapes, and aligning numbers in a math problem. For example, when given a multi-digit multiplication problem, she is unable to align the numbers; therefore her answers are often incorrect. When shown a geometric shape, she is unable to reproduce it accurately. Recently she was shown a parallelogram and asked to reproduce it on

another sheet of paper. Although the resulting shape resembled the model, the lines were not straight and were not to scale.

Tom’s major challenge seems to be his inability to remain on task long enough to complete assignments. He is easily distracted by any activity that occurs in the classroom. Recently, I timed the amount of time he was able to remain seated and focused on math examples. Out of a 45-minute period, Tom was on task a total of 22 minutes.

When Sam has difficulty with a task, he often responds in a negative manner. Recently, he was working in a small group on a task, when he began to scream at the other group members, push his chair and walk out of the room. When he returned to the room, he sat at his desk with his head down, refusing to do any work. Approximately seven minutes later, he sat up and said he was ready to complete his work by himself, which he did.

EXHIBIT 3

Excerpt from Mr. Jones’ Draft Lesson Plan

Topic: Geometry	
Standards: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (NYCCLS M 7.G 4)	
Lesson Objective: Students will be familiar with the terms “circumference”, “center point”, “radius”, and “diameter”. Students will be able to solve problems involving radius, diameter and circumference.	
Vocabulary: circumference, center point, radius, diameter	
Materials: String, rulers, various circular objects	
Lesson Component	Activity
Introduction	Have a circle drawn on the board with arrows pointing to specific parts of the circle (radius, diameter, circumference and center point). Have students copy the circle and label the parts of the circle. As a class, write and agree upon the labels for the parts of a circle.

Small Group Activity	Have students use the string and a ruler to measure the circumference of a circle, in centimeters, of an object on their table. Students should trace circles on a sheet of paper and fold the paper in half two times to find the diameter of the circle. Have students write down their measurements and find the ratio of the circumference to the diameter. Discuss student findings, and share answers in class. Ask, “What do you notice about the ratio of the circumference to the diameter?” The answer should be about 3.14 centimeters, also known as π .
Class Activity	Have students write the formulas for the following parts of a circle and review a number of examples: - Radius ($1/2 d$) - Diameter ($2r$) - Circumference (πd or $2r\pi$)
Assessment	Students will complete a number of examples involving the above formulas.

Use the exhibits to answer the questions that follow:

- 1) When the teachers implement parallel teaching
- A. the two groups of students should always remain the same for consistency
 - B. Mr. Jones should work exclusively with the general education students while Ms. Smith works exclusively with the students with IEPs.
 - C. the two groups of students should be fluid, flexible and heterogeneous based on individual student needs
 - D. Ms. Smith should have fewer students in her group than Mr. Jones because he is the content expert

Answer

Correct Response: C. Parallel co-teaching occurs when co-teachers instruct, monitor, or facilitate the work of different groups of students at the same time in the classroom. A benefit of parallel co-teaching is that it decreases the student-to-teacher ratio, allowing for increased individualization, differentiation, and data collection to meet students’ needs. It is imperative that the groupings do not create a “special class” within the inclusive environment by repeatedly grouping IEP students separately from the general education students. This can result in the stigmatization of students and the co-teacher working with that group. Instead, groupings must be fluid, flexible, and, for the most part, heterogeneous in composition. Groupings may be made for a multitude of different purposes (i.e. student interest, learning strengths, diversity in previous knowledge) and changed as required based on the topic being presented. The groupings of the students should be based on data rather than labels.

- 2) In addressing Sam's behavioral concerns, **first**
- A. Sam should be punished for his behavior
 - B. a Functional Behavioral Assessment must be conducted and a Behavior Intervention Plan developed for Sam
 - C. Sam should be sent to the administrator when he does not follow class rules
 - D. Sam should be positively reinforced when he demonstrates appropriate behavior

Answer

Correct Response: B. Federal and State law requires that a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) must be completed for any student with an IEP whose behavior interferes with his/her learning. A Functional Behavioral Assessment (FBA) is the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

According to the New York State Education Department, a student's need for an FBA must be considered whenever:

- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions; or
- the student's behavior places the student or others at risk of harm or injury.

The FBA must include, but is not limited to:

- identification of the problem behavior;
- definition of the behavior in concrete terms;
- identification of the contextual factors that contribute to the behavior (including cognitive and affective factors); and
- formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Upon completion of the FBA, a BIP is developed. According to the NYS Education Department, a Behavioral Intervention Plan must identify:

- the baseline measure of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors.
- intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s); and
- a schedule to measure the effectiveness of the interventions, including the frequency, duration, and intensity of the targeted behaviors at scheduled intervals.

- 3) The **least** effective strategy to assist Tom in the classroom would be to
- A. assign assignments that are brief
 - B. allow for movement during the lessons
 - C. provide a variety of activities within the lesson
 - D. have Sam work with groups of other students for the entire period

Answer

Correct Response: D. Although it may be helpful for Tom to work in a small group for part of the period or for specific activities, working in the group for an entire period may require Tom to remain on task for a longer period of time than he can manage. In addition, depending on the activity, the actions of the other members of the group might be distracting to Tom making it more difficult for him to remain on task. Allowing students with ADHD to have shorter assignments, move during the lesson and change activities a number of times within the period can assist the student to complete tasks.

- 4) One of the students in the class that is classified as having a learning disability has difficulty following directions and understanding new concepts. These difficulties indicate that the student may have:
- A. a receptive language disorder
 - B. a communication disorder related to fluency
 - C. an expressive language disorder.
 - D. a communication disorder related to articulation.

Answer

Correct Response: A. The ability to follow directions and understand new concepts requires the ability to receive and grasp the meaning of language, either by listening or reading. Difficulty with either of these tasks typically indicates the presence of a receptive language disorder.

Use the exhibits to complete the task that follows.

5) After analyzing the information provided, write a response of approximately 150 – 200 words in which you

identify one aspect of the draft lesson plan that would be difficult for Jill;

describe one modification you would make to the draft lesson plan to address this area of difficulty; and

explain why this modification you described would be effective for Jill.

The final version of your response should conform to the conventions of edited American English.

Sample Response

One aspect of the draft lesson that would be difficult for Jill to complete would be to copy the circle from the board and label the various components. This aspect would be difficult because Jill has poor visual motor coordination, causing her to have difficulty in copying material accurately.

One adaptation I would make to the draft lesson plan would be to have one of the teachers prepare a worksheet with the circle already drawn and labeled which can be given to Jill at the appropriate time during the lesson. If this is not possible, another student could make a copy of his/her notes and give them to Jill.

This adaptation would be effective for Jill because it would allow Jill to concentrate on the content of the lesson instead of putting all her energy into copying from the board. It would also be helpful because Jill would be provided an accurate picture of the circle as well as accurate notes for the class.