



Technical Paper for Project CHILD Schools Accommodating Students with Special Needs

The **Individuals with Disabilities Education Act (IDEA)** guarantees all children with disabilities access to a free and appropriate public education. In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate.

The CHILD philosophy of teaching students with special needs

The goal of Project CHILD is to enable more students to become successful learners. This includes special needs students. The optimum configuration of Project CHILD combines children of all abilities and exceptionalities in a cooperative learning setting.

Special needs students need positive role models, high levels of on-task behavior and high academic expectations to maximize learning and achievement. Research clearly indicates the superiority of the integrated classroom for instructing students with special needs. The following components of CHILD are especially effective for providing successful learning experiences for ESE students:

- Structured learning environment
- Goal-driven learning
- Active learning and access to technology
- Technology integrated into the curriculum
- Risk-free environment
- Team of expert teachers
- Peer collaboration
- Small group, diversified learning stations

Placement Options

There are several options for placement of the ESE student: inclusion, co-teaching, pull-out, consult, or full time ESE classroom. The preferred options for CHILD students are the inclusion model and the co-teaching model, providing the ESE students with modification at the appropriate instructional level. The CHILD model of leveled station activities makes including special-needs students in the classroom less complicated. We recommend no more than 20% - 30% ESE students per class, or not more than 5 to 7 in a class of 25.

The CHILD teachers and the ESE teacher will plan and work closely together to meet the needs of the ESE students. ESE students will have an IEP and all teachers will plan together to meet the needs of the students and the IEP goals. Students will work on appropriate standards for their grade level as indicated by the individual IEP.

Table 1: Placement Options

MODEL	DESCRIPTION
Inclusion	<p><u>ESE/CHILD-Teacher Cluster</u>: In this model the teachers are clustered as in any other CHILD cluster. One of the teachers will be ESE certified and will teach the subject with the majority of the identified students. Typically this is reading. This teacher will work closely with the math and writing teachers to ensure necessary accommodations are made for the ESE students. Leveled activities that are a part of the CHILD classroom will provide appropriate activities for the ESE students.</p> <p><u>ESE/Inclusion-Teacher Cluster</u>: In this model a fourth teacher who is ESE-certified, will create an additional Teacher Station in a CHILD classroom at specified times to work with identified students for instruction in their area of need during station time.</p>
Co-Teaching	This is a four-teacher cluster model where the ESE teacher works as a co-teacher in the CHILD classroom working with students identified for ESE services. The ESE co-teacher floats among the cluster classrooms working with identified students as needed.
Pull-Out	Students leave the CHILD classroom to receive services in a given subject from an ESE teacher in another classroom. This model should schedule the student for services at the time his/her CHILD class is at the same subject class. When the students return to the CHILD classroom, they should continue with meaningful station activities in their qualifying subject area with the CHILD class.
Consult	ESE students placed on consult will work in the CHILD class with little or no modifications required. Close monitoring of student progress is essential.
Full-time	ESE students are scheduled for services for all core subjects in an ESE class. These students will not be in the CHILD classroom other than for special area, lunch, and limited time at the beginning and end of the school day.
CHILD ESE Cluster	In some school settings the number of ESE students allows for an entire ESE CHILD cluster. This ESE CHILD cluster will be set up like any other CHILD cluster except that the three teachers will be ESE certified, each specializing in a core subject area. Students will rotate to the ESE CHILD class when their regular class has that subject. When it is time for rotation to classes they do not receive services for they will return to their regular assigned class. Typically an ESE CHILD cluster is multi-aged at either the primary or intermediate level.

Coordination of schedules

ESE students should be grouped together in the fewest number of classes possible to help with scheduling enough time for the ESE teachers to work with the identified students during a designated subject area time. In other words, ESE students would meet with the ESE reading teacher during their regular class' reading period, and with the math ESE teacher during the math period. Some schools have teachers volunteer to have more ESE students in their clusters with the agreement to keep their numbers more constant throughout the year.

Scheduling decisions should always place the student's needs above the convenience of the teacher. Some ESE teachers like to have their planning time at the beginning or end of the day in order to be available to schedule special-needs students when the regular students in his/her class are having instruction in the same subject area. This practice may not be practical for meeting the needs of the CHILD ESE students.

ESL (English as a Second Language)

The CHILD model is very effective for the inclusion of ESL students. The station format with peer interaction provides lots of practice in hearing and speaking English for the ESL students. As with other ESE students, an ESL teacher may be assigned to work in the classroom with the ESL students during station time.

Just Read Florida! - Immediate Intensive Intervention (iii)

Students who are identified as needing immediate intensive intervention can be served during the CHILD Reading block at one of the Reading stations by a Reading Resource Teacher. This satisfies the state's requirement that iii students must have teacher contact at least two times. The iii students in Project CHILD should have instruction from the CHILD Reading specialist as well as from the supplemental Reading Resource Teacher. If scheduling is an issue, the Reading Resource Teacher could also serve the iii students at a station during the Writing block.

Just Read Florida! - Tier 3 Students

On the rare occasion that a Project CHILD student has been retained three times in third grade and qualifies for an Intensive Acceleration Class, this option will be provided outside of Project CHILD using an alternative placement.

Supplemental CHILD Materials for Special Needs Inclusion

There is a *CHILD Special Need Inclusion Guide* available to assist CHILD teachers in adapting station activities for the special needs students. The Guide also included record keeping and behavior management strategies.



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