

# MyLabSchool

## SAMPLE INTEGRATION GUIDE

### *Special Education: Contemporary Perspectives for School Professionals, Second Edition*

#### WHAT THESE ACTIVITIES ARE

Professors select MyLabSchool materials for use in their courses all the time. Many are even required by their schools to use technology to teach, and find MyLabSchool to be a lifesaver. But many don't have time to explore MyLabSchool to make those choices before their courses begin. This Sample Integration Guide is a solution to that problem.

What follows is a series of assignable activities found on MyLabSchool, hand-picked to correspond with a course that requires this textbook. In many cases, the activities described here also appear in this text as end-of-chapter MyLabSchool features—in slightly different formats and directed at your students—so they can be easily assigned.

If you incorporate MyLabSchool activities other than these into your course, and you'd like to share them with us so that we can pass them along to other professors, please send them to us at [mlsactivities@ablongman.com](mailto:mlsactivities@ablongman.com). Be sure to name your school and course, include the instructions you provide to your students, and grant us permission to publish them!

#### GETTING STARTED

If you have not already created an account, go to [www.mylabschool.com](http://www.mylabschool.com) and do so, using a passcode from your Allyn and Bacon campus rep.

If your students have not already created their accounts, direct them to [www.mylabschool.com](http://www.mylabschool.com) to do so, using the access code that came with their texts.

Instruct your students to email you to verify that they've created their accounts.

#### CHAPTER 1: KEY CONCEPTS FOR UNDERSTANDING SPECIAL EDUCATION

##### VIDEO—"The Inclusive Classroom"

Special education teacher Penny Brandenburg teaches language arts collaboratively with the general education teacher to a class that includes some students with special needs. After the lesson, she meets with her mentor and the general education teacher to discuss the lesson, including how she allocates her time between the general education students and her students with special needs.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Inclusion and the Least Restrictive Environment
          - "The Inclusive Classroom"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- How does Penny ensure that students with special needs get the help they need without overlooking the other students in the class?
- In what ways do the teachers demonstrate cooperative teaching? What are the benefits of working together, as opposed to Penny working with her students in a separate group?

### **SIMULATION—“Using Learning Strategies” and “Providing Instructional Supports”**

In these simulations, students will learn about the advantages of various strategies for differentiating instruction to improve students’ academic performance and facilitate mastery of new skills.

**Access the simulation here:**

- MyLabSchool
  - Resources
    - Simulations Archive
      - “Using Learning Strategies” and “Providing Instructional Supports”

Instruct your students to complete the simulation as homework and email you their responses to the questions that follow.

### **RESOURCE LIBRARY—*What Every Teacher Should Know about IDEA 2004***

**Access PDF files for this informative booklet (and others in the same series) here:**

- MyLabSchool
  - Resources
    - WETSKAs
      - *What Every Teacher Should Know about IDEA 2004*

This handy booklet provides the clear, complete, and practical information about IDEA 2004 that current and future teachers and administrators need to know. It includes a brief side-by-side comparison of IDEA 2004 and the 1997 legislation for each of the statutes.

## **CHAPTER 2: THE PERSONNEL AND PROCEDURES OF SPECIAL EDUCATION**

### **VIDEO—“Assessment of Special Needs Students”**

Students with special needs may need modifications to standardized tests in order to accurately measure learning.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Inclusion and the Least Restrictive Environment
          - “Assessment of Special Needs Students”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Name six types of accommodations that can be made when testing children with special needs.
- At the beginning of the clip, the expert mentions the need to use authentic assessment. What is this, and why is it useful for students with special needs?

## CHAPTER 3: MULTICULTURAL AND BILINGUAL PERSPECTIVES

### VIDEO—“Teaching Bilingual Students”

Teaching in a bilingual classroom poses a unique challenge to a teacher. This clip demonstrates some classroom management techniques that one teacher uses in her classroom. A P.E. teacher discusses the need to spend extra time explaining the rules to children with limited English proficiency.

Access the video here:

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Cultural and Language Diversity
          - “Teaching Bilingual Students”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- In what way is teaching children from diverse cultures a special challenge?
- What techniques are used by these teachers to facilitate instruction?

### CASE STUDY—“Is This Child Mislabeled?”

Serge Romanich, a third-grade student and refugee from Serbia, spoke limited English. His education had been sporadic at best and the new elementary school he was attending had tested and classified him as having learning disabilities.

Access the case study here:

- MyLabSchool
  - Resources
    - Case Archive
      - “Is This Child Mislabeled?”

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated email function to send their work to you for credit.

### RESOURCE LIBRARY—*What Every Teacher Should Know about English Language Learners*

Access PDFs for this informative booklet (and others in the same series) here:

- MyLabSchool
  - Resources
    - WETSKAs
      - *What Every Teacher Should Know about English Language Learners*

Teachers across the country are finding their classrooms increasingly diverse, and this booklet is designed to help teachers cater to the needs of English language learners, both in ESL and non-ESL classrooms. By examining the background of English language learners, this booklet helps teachers to create a framework for organizing the classroom environment. Practical classroom strategies for literacy and content education are also emphasized.

## CHAPTER 4: CREATING PARTNERSHIPS THROUGH COLLABORATION

### VIDEO—“The Collaborative Process”

A classroom teacher works with the special needs teacher to provide help for students who need it. They provide a good example of collaboration.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Professional Collaboration
          - “The Collaborative Process”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following question as the basis for a follow-up discussion:

- In what ways do the students in this video benefit from having these two teachers plan the lesson together?

### CASE STUDY—“Back to Square One”

Rachel and Leanne were expecting another great year co-teaching a combined third-, fourth-, and fifth-grade class with equal numbers of general education and exceptional education students.

**Access the case study here:**

- MyLabSchool
  - Resources
    - Case Archive
      - “Back to Square One”

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated email function to send their work to you for credit.

### SIMULATION—“Supporting Beginning Special Educators”

This simulation is an exercise in the principles of collaboration for beginning special educators.

**Access the simulation here:**

- MyLabSchool
  - Resources
    - Simulations Archive
      - “Supporting Beginning Special Educators”

Instruct your students to complete the simulation as homework and email you their responses to the questions that follow.

## CHAPTER 5: STUDENTS WITH LEARNING DISABILITIES

### VIDEO—“Learning Disabilities”

Bridget is a teenager who has been diagnosed with a learning disability. In this video clip, she talks about how she deals with other people’s perceptions of her disability, and how it affects her.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Learning Disabilities and Attention Deficit Hyperactivity Disorder
          - “Learning Disabilities”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- What symptoms of dyslexia does Bridget exhibit?
- What concerns does she have about the effect dyslexia will have on her future?

### CASE STUDY—“He’s Just a Goofy Guy”

Jake is an energetic first grader with a learning disability.

**Access the case study here:**

- MyLabSchool
  - Resources
    - Case Archive
      - “He’s Just a Goofy Guy”

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated email function to send their work to you for credit.

## CHAPTER 6: STUDENTS WITH ATTENTION DEFICIT–HYPERACTIVITY DISORDER

### VIDEO—“ADHD”

Eric is a hyperactive child with social and self-esteem problems. In this clip, his teachers and resource providers discuss his progress.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Learning Disabilities and Attention Deficit Hyperactivity Disorder
          - “ADHD”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- What characteristics of ADHD does Eric demonstrate?
- Based on what you have learned about Eric, do you believe he should be included in a general education classroom? Explain.

### CASE STUDY—“He Just Needs a Little Discipline”

Matt was diagnosed with attention deficit hyperactivity disorder in second grade.

**Access the case study here:**

- ↳ MyLabSchool
  - ↳ Resources
    - ↳ Case Archive
      - ↳ “He Just Needs a Little Discipline”

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated email function to send their work to you for credit.

## CHAPTER 7: STUDENTS WITH EMOTIONAL AND BEHAVIOR DISORDERS

### VIDEO—“Behavior Disorder”

Nick struggles with controlling his behavior at home and school. This video shows how intervention helped him to learn to control his own behavior.

**Access the video here:**

- ↳ MyLabSchool
  - ↳ Courses
    - ↳ Special Education
      - ↳ Video Lab
        - ↳ Emotional and Behavioral Impairments
          - ↳ “Behavior Disorder”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- What kinds of inappropriate behavior did Nick demonstrate?
- How did the special educators at Nick’s school address these behaviors?

### CASE STUDY—“Eric’s Last Stand”

Eric is a second-grader with emotional and behavior issues caused by a disruptive family life.

**Access the case study here:**

- ↳ MyLabSchool
  - ↳ Resources
    - ↳ Case Archive
      - ↳ “Eric’s Last Stand”

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated email function to send their work to you for credit.

## CHAPTER 8: STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

### VIDEO—“Mental Retardation”

Carlyn is a preschooler with mental retardation. She attends a school where she is included with general education students. Her parents discuss her progress since birth, and her acceptance by peers and family.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Mental Retardation
          - “Mental Retardation”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Which skills did the preschool teacher focus on with Carlyn?
- What does Carlyn gain by being included with higher functioning children?

### SIMULATION—“What Do You See?”

This simulation challenges and addresses student and teacher perceptions of disability.

**Access the simulation here:**

- MyLabSchool
  - Resources
    - Simulations Archive
      - “What Do You See?”

Instruct your students to complete the simulation as homework and email you their responses to the questions that follow.

## CHAPTER 9: STUDENTS WITH SPEECH AND LANGUAGE DISORDERS

### VIDEO—“Early Intervention”

Experts explain the benefits of preschool for children with special needs. A parent discusses her experiences with her child who has special needs, including the early intervention process.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Early Intervention and Early Childhood Special Education
          - “Early Intervention”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- What are the benefits of preschool for children with special needs?
- Why is early intervention important with children at risk?

## CHAPTER 10: STUDENTS WITH DEAFNESS AND HEARING LOSS

### VIDEO—"Hearing Impairment"

A student with a hearing deficit uses the services of an aide in the general education classroom.

**Access the video here:**

- ↳ MyLabSchool
  - ↳ Courses
    - ↳ Special Education
      - ↳ Video Lab
        - ↳ Visual and Hearing Impairments
          - ↳ "Hearing Impairment"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- What special accommodations does this student require in the classroom?
- The aide refers to the need for the teacher to use more visual teaching techniques. What kinds of things might she be referring to?

## CHAPTER 11: STUDENTS WITH VISUAL IMPAIRMENTS

### VIDEO—"Visual Impairment"

Kyle is a visually impaired teenager. Kyle, his mother, and a teacher discuss his disability and how it affects his interactions with others.

**Access the video here:**

- ↳ MyLabSchool
  - ↳ Courses
    - ↳ Special Education
      - ↳ Video Lab
        - ↳ Visual and Hearing Impairment
          - ↳ "Visual Impairment"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- What are some ways that Kyle compensates for his visual impairment?



- What special accommodations do his family and teacher make to enable him to function both in and out of school?

### **SIMULATION—“Accommodations to the Physical Environment”**

This simulation models how to set up your classroom for students with visual disabilities.

**Access the simulation here:**

- ↳ MyLabSchool
  - ↳ Resources
    - ↳ Simulations Archive
      - ↳ “Accommodations to the Physical Environment”

Instruct your students to complete the simulation as homework and email you their responses to the questions that follow.

### **RESOURCE LIBRARY—*What Every Teacher Should Know about Assistive Technology***

**Access PDFs for these informative booklets (and others in the same series) here:**

- ↳ MyLabSchool
  - ↳ Resources
    - ↳ WETSKAs
      - ↳ *What Every Teacher Should Know about Assistive Technology*

This booklet provides the core, practical information you should know about assistive technology, including what it is, who needs it, and the legal mandates concerning it. Most importantly, this guide describes how to use assistive technology to increase the success of students with and without disabilities in the general education classroom.

## **CHAPTER 12: STUDENTS WITH AUTISM SPECTRUM DISORDERS**

### **VIDEO—“Working with Parents and Families”**

Parents and educators discuss the importance of parental involvement in the education of a child with special needs. Parents discuss the importance of advocating for their child’s needs. Parents should recognize and be willing to offer support when teachers might be overwhelmed or underprepared to effectively address their child’s needs.

**Access the video here:**

- ↳ MyLabSchool
  - ↳ Courses
    - ↳ Special Education
      - ↳ Video Lab
        - ↳ Working with Parents and Families
          - ↳ “Working with Parents and Families”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- Why should parents be actively involved in their child’s education?
- Why might some teachers be apprehensive about having parents in the classroom? What else can a teacher do to involve parents?

## CHAPTER 13: STUDENTS WITH PHYSICAL AND HEALTH DISABILITIES

### VIDEOS—“Traumatic Brain Injury”

Matt is a kindergartner who received a traumatic brain injury (TBI) from a car accident. He receives special education, and his teachers discuss his educational plan and how other students interact with him.

#### Access the video here:

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Traumatic Brain Injury and Physical Disabilities
          - “Traumatic Brain Injury”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following questions as the basis for a follow-up discussion:

- What disabilities does Matt have as a result of the TBI?
- What skills are his teachers focusing on to enable him to eventually be included in a regular education classroom?

## CHAPTER 14: STUDENTS WITH SEVERE AND MULTIPLE DISABILITIES

### VIDEOS—“Physical Disabilities”

Oscar is a high school student with physical disabilities. With the help of an aide and some adaptations, he is able to participate in a general education classroom.

#### Access the video here:

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Traumatic Brain Injury and Physical Disabilities
          - “Physical Disabilities”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following question as the basis for a follow-up discussion:

- What special adaptations are made for Oscar to be able to participate in the math lesson?

## CHAPTER 15: STUDENTS WHO ARE GIFTED AND TALENTED

### VIDEOS—“Challenging Gifted Learners”

A high school AP teacher uses a computer-based social studies simulation. Students use a guidebook with facts and geography to help them make decisions and arguments throughout the simulation.

**Access the video here:**

- MyLabSchool
  - Courses
    - Special Education
      - Video Lab
        - Gifted and Talented
          - “Challenging Gifted Learners”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email their responses to you for credit.

If you have Internet access and a projector in your classroom, you can show the video in class. You may use the following question as the basis for a follow-up discussion:

List instances from the video clip in which students demonstrate the following intellectual skills that are common to gifted students:

- Formulates abstractions
- Processes information in complex ways
- Is observant
- Gets excited about new ideas
- Enjoys hypothesizing
- Learns rapidly
- Uses a large vocabulary
- Is inquisitive

### CASE STUDY—“A Different Child”

Ashleigh appears to be an “average” adolescent. However, her current accomplishments are quite remarkable given earlier life events.

**Access the case study here:**

- MyLabSchool
  - Resources
    - Case Archive
      - “A Different Child”

Instruct your students to access the case study, read it, and complete the automated essay activity that follows. They can print their assignment or use the automated email function to send their work to you for credit.

## RESEARCH NAVIGATOR™

Instruct your students to pursue their educational interests further with a list of preselected keywords that will lead them to a wealth of academic research on topics related to your course. **Research Navigator™** is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and four exclusive databases of credible and reliable source material including the EBSCO Academic Journal and Abstract Database, the *New York Times* Search by Subject Archive, “Best of the Web” Link Library, and *Financial Times* Article Archive and Company Financials, Research Navigator™ helps students quickly and efficiently make the most of their research time.

## PORTFOLIO IDEAS

Instruct your students to go to MyLabSchool, access the Allyn and Bacon Lesson and Portfolio Builder, and complete the following.

Create a graphic organizer for your future students that you could include as an artifact in your portfolio. It should relate to your chosen content area and the various types of reading materials and resources that students will use in content area reading for your classroom. Be sure to include a rationale and reflection on this portfolio artifact. Why did you create this organizer? In what ways will it benefit students? How might you improve your graphic organizer? How will you evaluate its effectiveness?

Create a handout for students that you can include in your portfolio as an artifact. This handout should discuss the steps in the writing process with special emphasis on the process of revising. The handout should be clear and easy to read and understand. Create a rubric you can use to self-assess your handout. In your reflection, discuss your rationale for the steps of the writing process. Which steps will you emphasize with students? Can any steps be omitted? Reflect on how you will know whether your handout is beneficial to students.

Special Education: Contemporary Perspectives for School Professionals, Fifth Edition, provides a multi-dimensional view of the field of special education. The most current information and research available provides structure and predictability for novices to the field of special education in today's educational world. Because special education is made up of real children and real professionals, the author helps to put a "face" on the field to enliven and authenticate the information. Each chapter features stories of individuals with disabilities from the parents of children with disabilities

Special education: Contemporary perspectives for school professionals. Upper Saddle River, NJ: Pearson Education. Garbacz, S. A., McDowall, P. S., Schaughency, E., Sheridan, S. M., & Welch, G. W. (2015). Welcome to our world: Parent perceptions of interactions between parents of young children with ASD and education professionals. *Focus on Autism and Other Developmental Disabilities*, 20, 39-51. <http://dx.doi.org/10.1177/10883576050200010401>.

Vickers, H. S., & Minke, K. M. (1995). Specialized Instruction highlights teaching applications for intensive instruction delivered by special education teachers in various educational settings. *Inclusion Matters* presents teaching applications, service delivery options, and considerations for students with various needs in general education settings. *Positive Behavioral Supports* illustrates the many positive, proactive ways to address student behavior/social issues as part of overall classroom teaching and learning. *Cutting Edge Information about Trends and Issues*

She is the author (with Dr. Lynne Cook) of *Interactions: Collaboration Skills for School Professionals*, 5/e(c) 2007 and (with Dr. William Bursuck) *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, 4e(c) 2006. In addition, Dr. Friend