Pragmatic Adaptations for Inclusive Settings

An Honors Thesis (Honors 499)

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Contents

Title page
Table of contents 2
Abstract of thesis 3
Foreword 4-5
Classroom Instruction 6
   Whole class instruction 6
   Multi-level curriculum 6
   Overlapping curriculum 7
   Substitute curriculum 10
Cooperative groups 11
   Groups 12
   Diversity 14
Individual students 15
   Peer partners 16
   Peer tutors 17
   Self-instruction 18
Classroom Assignments 21
   Writing 21
   Creative writing 22
   Handwriting 24
Reading 28
   Vocabulary 28
   Reading comprehension 31
Listening 33
   Listening 33
   Interacting 33
Speaking 36
   Oral cues 37
   Visual cues 37
References 41
Abstract

This discussion identifies how teachers adapt classroom instruction and assignments in an inclusive setting. This discussion is limited to:

1. How teachers adapt classroom instruction based on grouping for whole class, cooperative groups, and individual students.
2. How teachers adapt classroom assignments based on modes of communication (writing, reading, listening, and speaking).
Foreword

I admit I was petrified. I thought "How will I teach? Will my students learn from me? What if I fail to teach the students what they need to know?" I was so scared. Although I am an elementary education major, I was placed in a special education classroom for my EDEL 360 practicum. The only background knowledge I had concerning special education was my required introductory course for special education.

I found out that I would be placed in a special education class. My entire weekend I worried about my placement. I even called my mother and told her I was scared. My mother told me that students with disabilities are just kids. She told me not to worry. So I relaxed a little. When I entered the classroom that next Monday, I was excited to find out that my mother was right. The students were just ordinary kids.

Last year, I experienced this scary feeling. I knew I was not prepared to deal with students with special needs. During my career preparation, I heard several times that I had to meet the needs of all my students. I was preparing to take more special education classes, but I had not taken any other special education classes until after my EDEL 360 practicum.

Before my practicum, I was confident I could meet the needs of my students. I did not believe that I would have more than a few students with disabilities in my classroom. I was confident that I could handle a few.
During my special education classes, I learned that good teaching practices are vital both in general education and special education. I decided to write about good teaching practices that can help teachers in an inclusive setting. Since these are good teaching practices, they can be used in general education and special education settings.

Before you read about these good practices, I would like to explain that in this paper I may refer to teachers and students as either he or she. Please realize that there are both male and female teachers and students.

I would like to also thank several people. First, I would like to thank my parents Paul and Kathy Kapp for supporting me throughout the years. Thank you, Dr. Stickle, for helping me research and form my ideas for this paper. I really appreciate Dr. Miels and Dr. Aymond for helping me complete other honors projects. Thanks also to the Departments of Elementary Education, Special Education, and the Honors College.

Teachers, I hope that you never experience that scary feeling. I thought I could teach anyone in the classroom. I hope you become confident to teach in any classroom! I hope that these adaptations helps you teach everyone in your classroom.
In an inclusive setting, teachers make adaptations when instructing students and making classroom assignments. Teachers use strategies and methods to adapt classroom instruction and assignments.

Three ways a teacher instructs students are as a whole class, in cooperative groups, or as individual students. When a teacher in an inclusive setting instructs the whole class, she adapts her instruction by altering her curriculum in one of three ways. These three adaptations are multi-level, overlapping, and substitute curriculum.

A teacher uses multi-level curriculum when she is teaching one subject on different levels to the class (Neary, Halvorsen, Kronberg, & Kelly, 1992, p. 92). Porter and Collicot (cited in Neary, et al., 1992, p. 41) describe multi-level curriculum as:

1. identifying the main concepts to be taught in a lesson,
2. determining different methods of presentation to meet the different learning styles of students,
3. determining the variety of ways in which students are allowed to express their understanding, and
4. developing a means of evaluation that accommodates different ability levels

Examples of multi-level curriculum in language arts as described by Neary, et al., (1992, p. 92) include the following adaptations.
1. A student works on 3 instead of 10 spelling words during a week.
2. When writing a journal, a student dictates journal comments to another student who prints the journal entry lightly, so that the student can trace the words.
3. A student pastes letters on worksheets instead of writing the letters.
4. While other students are writing book reports, one student draws a picture about the story

Multi-level curriculum is one way to adapt teaching for an entire class. Another adaptation is using overlapping curriculum. A teacher chooses overlapping curriculum for whole class instruction when she establishes different goals for a student or group of students, but a teacher uses the same activity to meet these goals (Neary, et al., 1992, p. 92). The teacher communicates these goals to the students before the activity.
Two tools can be used to explain goals to the students during overlapping curriculum activities. An effective tool is providing students a goal sheet before beginning the activity. The students know their goals for successfully completing the activity. The goal sheet simply enumerates and states the goals for the activity. Using the goal sheet is greatly enhanced when orally describing the goals as well.

Contracting the instructional goals of the activity is another effective tool to use with overlapping curriculum. Contracting is when the teacher writes the goals for successful completion of the activity. The student reads and/or listens to an explanation of the goals. Then the student signs the contract saying that he understands and will complete the activity with those goals in mind.

Whether using goal sheets or contracts, the teacher needs to vocalize the written goals. Color coding the different goal sheets help the teacher when she vocalizes these written goals. When the teacher distributes written color-coded copies of the goals, the teacher gains attention of each group of students that share the same goals.
For example if she has three sets of goals for the class, she uses red, blue, and green for the different sets of goals. This enables her to vocalize the goals to each group of students in a whole class situation. She says "Everyone who has a red sheet, I need your attention. Look at your goals for today's activity, as I read them to you." She further explains these goals and addresses concerns for the students with red goals. Then she explains to the other students the blue goals and the green goals. Finally, she begins her activity with the whole class.

Suggestions for overlapping curriculum can be utilized in the areas of language arts, math, and social studies.

1. During a group reading activity, the learners will read and discuss West Side Story. Goals for some learners may be to understand and appreciate the theme, plot, and character development in literature. Another group of learners may focus on general knowledge of story and development of social skills during the activity (Deschenes, Ebeling, & Sprague, 1994, p. 34).

2. During a lesson on telling time, students use individual clocks to identify and show time of the hour and half hour. A goal for some students is to identify and show time to the quarter hour. A goal for some
students is to identify and show time to the minute. A goal for other students is to copy the correct time from a peer's clock to work on eye-hand coordination (Deschenes, et al., 1994, p. 37).

3. During a map lesson, students work in groups of three to make a list of presidential responsibilities to present to the class. A goal for some is to explain the presidential responsibilities. A goal for some students is to identify the presidential responsibilities. A goal for some students is to recognize and identify pictures of past United States Presidents (Deschenes, et al., 1994, p. 39).

When a teacher uses substitute curriculum, the teacher provides a student with an alternative activity that meets the instructional needs of that student. Substitute curriculum is normally used when the general education curriculum does not meet one of the student's instructional needs. A student who needs vocational training skills may work at the hardware store for part of the day to meet his vocational objectives, for example (Neary, et al., 1992, p. 93).

These are all examples of using substitute curriculum (Deschenes, et al., 1994).

1. The teacher assigns book reports for the whole class. Instead of writing a book report, a student
develops a shopping list from a newspaper (p. 30).
2. While other students are identifying types of sentences, another student copies sentences that contain functional words for that students (p. 31).
3. A student practices balancing a checkbook while others add two column numbers with regrouping (p. 35).
4. During social studies while most students work on identifying the responsibilities of the United States President, another student works on the computer to improve data processing skills (p. 39).
5. In home economics, most students plan, prepare, and evaluate food preparation. Meanwhile, a student goes grocery shopping for the food items (p. 42).

Summary grid 1 highlights the types of curriculum. This grid contrasts the types of curriculum based on whether the teacher uses the same or different goals and activities for students.

Summary grid 1. Contrasting curriculum types.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Students' goals</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-level</td>
<td>Different</td>
<td>Different</td>
</tr>
<tr>
<td>Overlapping</td>
<td>Different</td>
<td>Same</td>
</tr>
<tr>
<td>Substitute</td>
<td>Different</td>
<td>Different</td>
</tr>
</tbody>
</table>

A teacher adapts whole class instruction by using multi-level, overlapping, and substitute curriculum. A teacher also groups students for instruction in
cooperative groups. When a teacher in an inclusive setting uses cooperative learning groups, she adapts her instruction by making decisions about grouping and diversity.

A cooperative learning group is defined as a group with two to six students who share a common goal. These students are dependent upon each other to complete the goal of the task (Udvari-Solner, 1992, p. 8).

When the teacher considers grouping students, she is concerned with the number of students in the group and the heterogeneity of students in that group. The teacher decides on the number of the group based on the task and the number of roles that are needed to complete the task (Lyman, Foyle, & Azwell, 1993, p. 31). Teachers decide the heterogeneity of students in a group based primarily on the task itself.

Teachers should strive for heterogeneity when assigning students to groups. Each group should contain a mixture of students with respect to cognitive-ability levels; social and behavioral skill levels; gender; cultural, racial, and language characteristics; and socioeconomic status (Putnam, Ed.,
Teachers use homogeneous groups when students are meeting for mutual interests, specific skill development, or other specific reasons (Putnam, 1993, pp. 19-20).

Deschenes, et al., describes these adaptations for using cooperative learning activities in an inclusive setting (1994, p. 47).

1. A teacher jigsaws, or assigns each person in the group a part of the project to complete, when she groups students with wide abilities together.

2. The teacher also assigns groups by mixed abilities, so that tasks requiring reading and writing can be assigned to members of the group with those skills.

3. The teacher encourages all students to attempt each role with necessary support and adaptations. For example, if some students have problems writing, they dictate their thoughts to a peer who write for them.

4. Another adaptation is to provide students who have difficulty reading with reading material before an activity, so that those students practice reading in advance. Also, encourage students to ask for help from peers in the group when they need help with reading or writing activities (Deschenes, et al., 1994, p. 47).
Teachers who use cooperative learning help students value diversity in their classroom. According to Johnson and Johnson "Cooperative learning experiences promote greater acceptance of differences and interpersonal attraction among students from different ethnic backgrounds and among handicapped and nonhandicapped students" (cited in Lyman, et al., 1993, p. 72). Before using cooperative groups in the classroom, instructors teach students to accept diversity. By teaching students to value other people because of their differences, teachers ensure that working in cooperative groups will be successful (Deschenes, et al., 1994, p. 47).

To emphasize the acceptance of differences, the teacher uses activities that create positive peer relations (Wood, 1989, p. 152). Teachers encourage positive peer relations by emphasizing the value of each person's contribution (Deschenes, et al., 1994, p. 47). Teachers also allow partial participation for those who need social modeling, but who can not fully contribute to the cooperative learning activity (Deschenes, et al., 1994, p. 47).

These are examples of developing diversity in the classroom by using cooperative learning.

1. Practicing cooperative skills, Debbie worked with every member of the class throughout a 9-day cycle of
cooperative learning lessons. As a result of these lessons, the classmates socially interacted with each other. The teacher noticed that after these lessons, Debbie increased initiations of interactions with other students. The other students also increased initiations of interactions with Debbie (Putnam, 1993, pp. 51-52).

2. Teacher tells fable about cooperative learning then uses talks with students after telling the fable. For example, the teacher tells "A Bundle of Sticks." During this story, students learn what happens when students do not value differences. After the story, the teacher asks the students specific questions about how they would feel in particular characters situations (Putnam, 1993, pp. 150-151).

Cooperative learning is the second way to instruct students. Individual instruction is another way to teach students in an inclusive setting. When teachers instruct individual students, teachers use other students and materials to help the individual students learn. Teachers use peer partners, peer tutors, or self-instruction when working with a child in an inclusive setting.
Peer partners are two students who work together to complete projects or other homework assignments. These students are not working together to complete a common goal. Instead, each person is responsible for completing his own work (Udvari-Solner, 1992, p. 8).

Teachers use peer partners for one-on-one student interaction. Peer partners often work together only during portions of the lesson. Peer partners are often used at the end of a lesson during practice or homework, but they can also be used during other parts of the lesson.

Peer partners are utilized in the following examples.
2. A seeing partner describes visual aids, helps find materials and resources, and reads or dictates written information onto a tape recorder (Wood, 1989, p. 159).
3. A writing partner writes dictated information on sheets and marks answer sheets for tests for his partner (Wood, 1989, p. 159).
4. A homework partner helps the other student complete parts of the homework assignment that the other student does not understand. A homework partner might show his partner how to solve one of the math problems, for example.

   Peer partners are one way to individualize instruction in an inclusive setting. Teachers also use peer tutors to further help students on an individual basis. Often peer tutors use specific teaching methods to help their peers learn materials. One method is using alternative activities, such as commercially produced or teacher-created games to teach a specific skill. Computers and other instructional materials or techniques are used by peer tutors to meet needs of other students (Wood, 1989, p. 154-156).

1. One specific method is Paired Reading techniques. Peer tutors are taught Paired Reading techniques to help students with reading difficulty. When using Paired Reading techniques, the tutee and tutor select a book which the tutee reads. The tutor says unknown words or corrects the tutee if the tutee needs help. The tutor also encourages the tutee for appropriate word recognition (Goodlad & Hirst, 1989, p. 42).
2. Think-Pair-Share is another specific method that can be used for peer tutoring. When the pair of students are presented a problem, each student thinks through the problem. Then, the two students pair up and discuss their solutions for the problem. Later, the students can share their solution by writing the solution on paper or sharing with the class (Lyman, et al., 1993, pp. 79-80).

Teachers also use self-instruction as a means to provide students with individualized activities. Methods that involve self-instruction include learning centers, programmed instruction, computer-assisted instruction, and learning contracts.

Students use learning centers as an opportunity to practice skills that have already been acquired (Wood, 1989, p. 154). For example at a math center, several activities are designed. One activity is to discriminate cups, pints, quarts, gallons, and ounces by experimenting how many cups fit into the pint or other containers. Another activity is to measure a variety of materials using feet and inches (Mercer & Mercer, 1993, p. 157).

For students who need an individually paced program, programmed instruction which is teacher produced or commercially produced material that presents information with immediate feedback, is effective for
some students (Wood, 1989, p. 155). An example of programmed instruction involves making frames on chart paper or large construction paper with the following statement: "Believe it or not, millions of years ago, whales were animals that walked on land. Whales evolved from land animals. Whales evolved from ______ ______." On the back of the frame, the teacher writes "Whales evolved from land animals." This is an example of teacher-produced programmed instruction (Dunn, Dunn & and Perrin, 1994, p. 263).

Students enjoy working on computer-assisted instruction programs. Computers offer many activities, including instructional games and simulations (Wood, 1989, p. 155). Computer users, the students, play instructional games to practice previously learned material. Students use computer simulations to experience different situations.

Brownell, Metzger, Youngs, and Brownell describe several software programs that use instructional games and simulations (1994, ch. 10). These are some examples that can be used for self-instruction.

1. Users play instructional games to practice math skills in Math Blaster Plus by Davidson.
2. Students use games to practice language skills in Wordtris from Spectrum HoloByte and Storybook Theater by
Sunburst.

3. Students use geography knowledge to play Where in the world is Carmen SanDiego? and Nigel’s world by Brøderbund.

4. Students make decisions about how to travel the Oregon Trail in the simulation Oregon Trail by Minnesota Educational Computing Corporation (MECC).

5. Students use Sim City by Brøderbund to plan and build cities.


Another self-instruction method is learning contracts. Students use learning contracts, which is a written agreement between student and teacher in which the student states and uses resources and procedures to study a specific topic (Wood, 1989, p. 156). A student and teacher might have a contract that states that the student, using the writing process, will write a research paper on environmental pollution using the library and publish this paper for classroom use by September 30. Teachers use both computers and learning contracts for self-instruction.
Summary grid 2 highlights the types of individualized instruction. This grid lists the types of individualized instruction and provides examples of each.

Summary grid 2. Examples of individualized instruction.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Examples of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer partners</td>
<td>hearing or homework partners</td>
</tr>
<tr>
<td>Peer tutors</td>
<td>Paired reading, Think-Pair-Share</td>
</tr>
<tr>
<td>Self-instruction</td>
<td>learning contracts, computers</td>
</tr>
</tbody>
</table>

In an inclusive setting, teachers group students for activities in three ways. Teachers also adapt classroom assignments for students in an inclusive setting. Most classroom assignments involve writing, reading, listening, and speaking. The following adaptations focus on these modes of communication.

Writing is one mode of communication. In an inclusive setting, teachers adapt writing assignments. Writing assignments normally focus on either creative writing or handwriting. While completing creative writing assignments, students develop their own ideas on paper. Students practice mechanics during handwriting assignments.
In an inclusive classroom, some students might have difficulty writing. To help these students complete creative writing assignments, a teacher might use the Language Experience Approach. Using this approach, students are not burdened by the mechanics of handwriting. Instead, students' ideas flow from their brains to an assistant who writes for them. Therefore, the students focus on the content of the creative writing assignment (Mercer & Mercer, 1993, pp. 460-462).

The Language Experience Approach involves students reading and writing what they are thinking and saying (Mercer & Mercer, 1993, pp. 460-462). In this approach, the student thinks of a story. The student dictates his thoughts, a story, to the teacher. The teacher writes the student's exact words. The teacher and student each keep a copy of the story. The teacher later uses the student's story for other reading and writing activities (Mercer & Mercer, 1993, pp. 460-462).

As a student gains more mechanical skills and after a student becomes familiar with the Language Experience Approach, the student tells and writes his own stories with some assistance. As he writes his stories, his teacher provides skill development as necessary. For instance, the teacher talks with the student about sentence structure or word choice. The Language
Experience Approach is one way to help students write creatively (Mercer & Mercer, 1993, p. 460).

There are several activities for using Language Experience Approach.
1. The student tells the story to a tape recorder. Later, with the help of a peer or teacher, the student writes the story on paper (Mercer & Mercer, 1993, p. 163).
2. The student chooses and discusses a picture with a teacher or a peer. Then, the student tells and/or writes a story based on the discussion of the picture (Deschenes, et al., 1994, p. 33). Instead of talking about a picture, the student might also talk about an event important to the student.
3. The student tells a story to a peer, who writes the student’s exact words for him.

Teaching students the writing process is another way to help students write creatively. The writing process encourages students to focus on content first. Later, the students focus on the mechanics.

Graves (cited in Wood, 1989) describes the writing process. In the writing process, students first brainstorm ideas. Next, they make drafts by writing their thoughts on paper. The students revise their drafts by arranging their thoughts on paper. Next, the
students edit their papers using peer or teacher help. Last, the students may choose to publish or share their papers with an audience in a variety of ways. Those are the steps of the writing process.

These are activities that use the writing process in an inclusive setting.

1. The teacher establishes a routine for creative writing. For example, during the first three weeks of each month, the students draft, revise, and edit their creative writing papers. During the last week of the month, the students may publish any papers they wish (Wood, 1989, p. 229).

2. The teacher sets up a publishing center. In the publishing center, materials such as crayons, markers, pens, and paper of varying weights and sizes are provided to make books.

Creative writing is one type of writing assignment. Handwriting assignments involves mechanics and spelling. This is the other type of writing assignment. The mechanics of handwriting can be taught by two approaches, whole-language or skills development.

Essentially, a whole-language approach focuses on the student’s writing. The student revises and edits his paper. During revisions, the teacher explains to the student the necessary punctuation, capitalization,

When a teacher uses skills development to teach handwriting, skills are taught sequentially using a predetermined list of skills. After being taught specific rules or guidelines, students practice these skills. For example students are taught subject-verb agreement, then they practice by choosing the appropriate verb to complete sentences. Either approach can be successful. Depending on the students' characteristics, one approach might be easier for some students in the classroom (Wood, 1989, pp. 232-233).

Spelling is another component of handwriting. One approach that teaches spelling is a multi-sensory approach, such as the cover-and-write method. The educator teaches the student the cover-and-write method, so that the student can practice spelling words by himself.

The cover-and-write method has several steps. First the student looks at the word and says the word. Then the student writes the word twice while looking at the word. Next the student writes the word without looking at it. Last the student checks to make sure he spelled the word correctly (Mercer & Mercer, 1993, p. 511).
The cover-and-write method is one approach to spelling words. Another spelling approach is to use flow word lists. A flow word list consists of words that the student does not know how to spell. Once a student masters a word on the flow list, that word is removed from the list and a new word is added (Mercer & Mercer, 1993, p. 511).

Whichever approach is used, researchers recommend that teachers choose sight words or high frequency words especially when working with students with learning problems. Words that are often misspelled in the student's writing can also be included on lists (Mercer & Mercer, 1993, p. 513).

Several activities help students complete handwriting assignments involving mechanics and spelling.

1. Teachers provide checklists with the steps for constructing sentences to students while they begin writing their sentences (Wood, 1989, p. 236).


4. Students use **COPS** to look for errors in paper.
   
   **C** Have I capitalized the first word and proper nouns?
   
   **O** How is the overall appearance? (Look at spacing, legibility, indentation of paragraphs, neatness, and complete sentences.)
   
   **P** Have I put in commas, semicolons, and end punctuation?
   
   **S** Have I spelled all the words correctly? (Mercer & Mercer, 1993, p. 569)
   
5. Teachers use instructional games. Students practice spelling words in the game “Detective”. The teacher writes a spelling word on the board, but omits several letters in the word. The teacher gives a definition of the word, then asks the student to say and spell the word. For each correct spelling, the student gets one point. The person with the most points win.
   For example, the teacher writes “n___ghb___.” Teacher says “a person who lives next door.” A student says “neighbor, n-e-i-g-h-b-o-r.” That student gets one point (Mercer & Mercer, 1993, p. 517).
7. Students help compose weekly list, using words that they often misspell or words they would like to learn to spell (Mercer & Mercer, 1993, p. 515).

8. While some students study 20 words, other students study 10 words (Deschenes, et al., 1994, p. 32).

9. Students who have difficulty writing orally respond to complete a spelling test. They might use a word processor (Deschenes, et al., 1994, p. 32).

Writing is one mode of communication. Reading is another mode of communication. Teachers normally assign reading activities that involve vocabulary words or reading comprehension. Vocabulary activities involve recalling definitions to particular words. Reading comprehension activities stress understanding the text.

Teachers introduce several strategies to help students learn vocabulary words. One strategy is the keyword method. The keyword method involves:

(a) recoding (italics added)—changing a vocabulary word into a word (keyword) that sounds like part of the vocabulary word and is easy to picture (for example, ape as a keyword for apex);
(b) relating (italics added)—integrating the keyword with its definition by imagining a picture of the keyword and its definition doing something together (for example, an ape sitting on the highest point [apex] of a rock); and

(c) retrieving (italics added)—recalling the definition by thinking of the keyword and the picture or the interactive image of the keyword (Mercer & Mercer, 1993, p. 471).

A strategy to improve word recognition is DISSECT. In DISSECT, students use strategies to help them decode words. DISSECT stands for: **Discover** the content. **Isolate** the prefix. **Separate** the suffix. **Say** the stem. **Examine** the stem. **Check** with someone. **Try** the dictionary (Mercer & Mercer, 1993, p. 475).

According to Wood, six strategies enhance the vocabulary retention of students. These strategies include:

(1) beginning with concrete, tangible words;

(2) teaching the language associated with words (such as letter, word,
sentence, and paragraph);

(3) helping students acquire and use phonics skills;

(4) having students use vocabulary in context immediately after presenting the words;

(5) teaching function words through a better presentation of the words; and

(6) teaching students how to use syntactic and semantic clues (1989, p. 222).

The following suggestions may improve students' performance on vocabulary assignments.

1. Students choose words that are unfamiliar to them for their vocabulary words (Deschenes, et al., 1994, p. 28).

2. Students have fewer words to remember (Deschenes, et al., 1994, p. 28).

3. Students read vocabulary words and define these words to peer (Deschenes, et al., 1994, p. 28).

4. Students make a vocabulary ladder by writing a specified number of sight words or spelling words horizontally on construction paper. Students say and define each word on the ladder to a peer. Each time the
student gets the word and definition correct, he climbs one rung up the ladder. When he gets to the top of the ladder, he is reinforced (by a sticker or praise, perhaps). He receives new words and makes another ladder (Mercer & Mercer, 1993, p. 477).

5. Students play Word War, a vocabulary game. The students have a deck of cards consisting of two or more copies of spelling words. Each student in the group is dealt an equal number of cards face down. The students turn over the top card one at a time. Each student says his word aloud. If he correctly says his word, he keeps that card. When students turn up the same word, the student who says the word correctly the fastest wins the cards in the middle. The student who has the most cards at the end of the game wins (Mercer & Mercer, 1993, p. 483).

Reading comprehension is another part of reading assignments. One strategy for improving reading comprehension is using story mapping-procedures. This strategy uses a pictorial organizer to outline the map components of the story. For example, the student outlines the map components, which are setting, problem, goal, action, and outcome, of a narrative story. The student fills in the organizer as he reads the story (Mercer & Mercer, 1993, p. 472).
Another strategy for improving reading comprehension is to use SQ3R method. In this method, the student:

S **surveys** the material to see the major points developed in the paper; forms

Q **questions** to be answered by the paper;

R **reads** the paper to find answer to his questions;

R **recites** answers to his questions, so he remembers the information; and

R **reviews** the material by re-reading parts of the paper (Mercer & Mercer, 1993, p. 474).

The following activities may improve reading comprehension (Deschenes, et al., 1994, p. 29).

1. Some students answer mostly factual questions.
2. Teacher reads and discusses questions before asking students to answer comprehension questions.
3. Students draw pictures that reflect story comprehension and write a one-sentence summary beneath the picture.
4. Students discuss story with parents.
Listening is another mode of communication. Listening assignments include both listening and interacting activities. Listening activities involve getting meaning from a teacher's presentation; whereas, interacting activities occur when students interact with a teacher or other students for a listening purpose.

Listening activities involve understanding the teacher's presentation. According to Taylor, listening and auding are the two highest levels of the listening hierarchy (cited in Wood, 1989, p. 197). Listening is the “process of constructing meaning from what is heard” (Wood, 1989, p. 197). When a teacher says “one dollar is equal to four quarters”, the student thinks “I can play four video games with one dollar.” This is an example of listening because the student constructs meaning from what he hears.

Auding is “critical listening and problem solving based on what has been comprehended” (Wood, 1989, p. 197). Brain teasers are an example of auding. When a teacher tells a brain teaser, students attempt to find the solution by using critical listening. For example, a popular brain teaser is: “A plane with 30 Americans, 15 Cubans, 38 Mexicans, and 7 Englishmen are flying from America to Argentina. The plane flies through a terrible storm. The pilot, an American, crashes the plane on the
American and Mexican border. Where do the Mexicans bury the survivors?"

Both listening and auding are used in the classroom. Teachers model and explain listening and auding to the students. Students practice skills that promote listening and auding in classroom activities.

While some listening activities incorporate listening and auding, other listening activities focus on interactions. Interactions occur among teacher and students. During teacher-pupil interactions (Wood, 1989, p. 197), the teacher presents information while the students listen and respond. Pupil-pupil interactions (Wood, 1989, p. 197) also occur in the classroom. During pupil-pupil interactions, the students listen to other students' presentations and respond appropriately.

These suggestions developed by classroom teachers (cited in Wood, 1989, pp. 197-198) facilitate listening, auding, and teacher-pupil and pupil-pupil interactions.

1. Students listen to teacher-produced recording of a reading lesson. Students individually or in groups dramatize the story after listening to it.

2. Taped sounds. Teacher tapes several familiar sounds, such as shoes shuffling, phone ringing, bell ringing, door slamming, and whistle blowing. Teacher plays the tape for students. Students identify the sounds.
3. The story we heard. The teacher reads book or tells story. After students listen to story, the class creates mural.

4. Which does not fit? Teacher reads a paragraph that has one sentence that does not belong. Students identify that sentence.

5. Politics or commercial. Teacher shows clippings of commercials or political advertisements. Students identify words in those clippings that sway the reader.

6. Who is it? The teacher describes a child to the class. The class identifies that child.

7. What's the title? The teacher does not tell the class the title of the story before reading a short story or poem. After reading the selection, the teacher asks students to give the selection a title. Students provide reasons for their titles.

8. Drawing conclusions. Teacher reads several paragraphs from a content area text. Students offer concluding statements based on the reading.

9. Students work in pairs to accomplish task dependent on listening, such as interviewing.

10. What's that noise? Students bring in noisemakers. Students sit in circle. While other students close their eyes, one student chooses an object and makes noise. Other students identify that object.
11. *How many bounces?* While other students close their eyes, one student bounces a ball several times. Students identify the number of bounces.

12. *The listening team.* Students get in pairs. One student is the speaker; the other student is the listener. The speaker talks for a set amount of time. During this time, the listener listens to the speaker. At the end of the time period, the listener repeats what the speaker said. Then, the students reverse the roles.

Summary grid 3 classifies listening activities. First, the activities are classified as either listening or auding activities. Then, the activities are classified as either pupil-pupil interaction, *pupil in the grid*, or teacher-pupil interaction, *teacher in the grid*.

Summary grid 3. Classifying listening activities.

<table>
<thead>
<tr>
<th>Activity name</th>
<th>Listening</th>
<th>Auding</th>
<th>Pupil</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Taped sounds</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><em>The story we heard</em></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><em>Which does not fit?</em></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Politics</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><em>Who is it?</em></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><em>What's the title?</em></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Drawing conclusions</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Activity 9</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><em>What's that noise?</em></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><em>How many bounces?</em></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><em>The listening team</em></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Another mode of communication is speaking. Adaptations for speaking activities include providing oral and visual cues. During speaking activities, the teacher uses either both oral and visual cues or she uses just one cue.

An oral cue is an audible stimulus, or something that is heard. Music and vocal stimuli are oral cues. Music cues help students learn and follow directions. For example, when students listen to a selection of music, the students follow and say the directions given in the song. When the teacher talks, she is giving vocal stimulus, a type of oral cue. For example, “say ‘a’ as in ape” is an oral cue for speaking when the student repeats the teacher’s phrase.

Models and pictures are visual cues for speaking. These visual cues augment the teacher’s oral presentation. A teacher models or demonstrates the word taller in the following example by providing a model. The teacher asks two students of different heights to stand in the front of the room. The teacher says “Students, repeat the word taller.” Students say “taller.” Teacher says “Repeat this sentence. Maria is taller than Jeff.” Modeling is one type of visual cue.
Another visual cue is providing pictures. The teacher may have pictures of people, stories, and other items during teacher presentations, group work, or individual work. A teacher uses a visual cue for speaking when she shows a picture of an ape and says "Repeat after me. This is an ape."

These suggestions developed by classroom teachers (cited in Wood, 1989, pp. 199-201) facilitate speaking by using oral or visual cues.

1. Students learn to follow oral directions by following instructions given in a song. For example, students pretend to go around a Mulberry Bush in the song "Mulberry Bush" when they hear the phrase "go 'round the Mulberry bush." The students also say "go 'round the Mulberry bush."

2. Teacher sings a small section of song. Students orally repeat that segment.

3. Teacher holds up an apple, for example, and states: "This is an apple." Student repeats the phrase.

4. The teacher gives directions orally. Then she writes the directions on the board. Students orally repeat directions to teacher.

5. Using visual cues such as pictures of a story, students retell a story in the proper sequence.
6. Students use character cards as visual prompts to give a speech. The character card outlines the speech briefly.

7. Teacher models how to introduce a friend. Teacher demonstrates steps of introducing a friend, then students repeat the steps until all steps have been modeled and practiced.

In an inclusive setting, teachers adapt classroom instruction and assignments. Teachers make these adaptations based on the needs of the students. When teachers adapt classroom instruction, they teach students as a whole class, in cooperative learning groups, or using self-instruction. For each type of grouping, suggested activities are listed.

Summary grid 4 lists ways to adapt classroom instruction. On the grid, cooperative stands for cooperative learning and individual is individualized instruction.


<table>
<thead>
<tr>
<th>Whole Class</th>
<th>Cooperative</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-level</td>
<td>Group number</td>
<td>Peer partners</td>
</tr>
<tr>
<td>Overlapping</td>
<td>Group ability</td>
<td>Peer tutors</td>
</tr>
<tr>
<td>Substitute</td>
<td>Diversity</td>
<td>Self-instruction</td>
</tr>
</tbody>
</table>
Teachers not only adapt classroom instruction, but they also adapt classroom assignments. Teachers adapt assignments for writing, reading, listening, and speaking. Several suggested adaptations are listed for each mode of communication. Summary grid 5 lists classroom assignments and their components.

Summary grid 5. Adapting classroom assignments.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Assignments</td>
<td>Components</td>
</tr>
<tr>
<td>2 Writing</td>
<td>creative writing, handwriting</td>
</tr>
<tr>
<td>3 Reading</td>
<td>vocabulary, reading comprehension</td>
</tr>
<tr>
<td>4 Listening</td>
<td>listening, interacting</td>
</tr>
<tr>
<td>5 Speaking</td>
<td>oral, visual cues</td>
</tr>
</tbody>
</table>

These adaptations for classroom instruction and assignments help teachers and students in inclusive settings be successful. Teachers that adapt classroom instruction and assignments meet the instructional needs of students in an inclusive setting. Students learn strategies that help them be successful. Inclusion works when teachers adapt classroom instruction and assignments to meet the needs of their students.
References


