

Title of Session: Special Ed Forum - Myths and Realities
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BJ drops 2003/04/17 Special Ed Forum - Myths and Realities (recording).

CA-SpEd [guest] says, "hello"

TONI [guest] says, "I have been looking at your web site"

ShereeR says, "Let's wait a minute or two to see if anyone else will join us."

TONI [guest] says, "sure"

CA-SpEd [guest] says, "ok"

CA-SpEd [guest] says, "I thought there would be lots of folks..."

ShereeR says, "Could those of us attending the Special Ed chat introduce and tell us a bit about yourselves..."

Maxine [guest] has arrived.

TONI [guest] says, "I am Toni and in an Graduate program in Maryland"

BJ [Helpdesk] says, "Hi, MMaxine. Welcome"

CA-SpEd [guest] says, "I'm in Calif. I don't work with SED/BD kids --but I have and my kids have their own problems"

ShereeR exclaims, "My name is Sheree. I am a teacher of severely emotionally disturbed students K-12 in St. Petersburg, Florida. I would like to welcome all of you to the Special Ed chat!"

TONI [guest] says, "My program has an inclusion class"

CA-SpEd [guest] says, "I work with severe and profound devel. dis. students."

rosa [guest] has arrived.

BJ [Helpdesk] says, "hi, Rosa. Welcome"

rosa [guest] exclaims, "Hi, good to be logged on!"

TONI [guest] says, "I was with severe cases in MD for a day and the Principle feels these students should be included in the general public"

ShereeR says, "Rosa, MMaxine would you like to introduce yourselves"

CA-SpEd [guest] says, "Not practical and not good for anyone IMHO"

TONI [guest] says, "I did not think so but"

TONI [guest] says, "she is the teacher I have to write a presentation for"

rosa [guest] says, "Hi, my name is Rosa, I do not work with special Ed students all the time, but I do sometimes."

CA-SpEd [guest] says, "The law is the law -- we use reverse mainstreaming whenever possible"

TONI [guest] says, "Her Graduate class is inclusion"

TONI [guest] says, "what so you mean you reverse mainstreaming"

DeliaC asks, "I thought more students were being mainstreamed?"

ispy [guest] has arrived.

CA-SpEd [guest] says, "Reg Ed kids come to US.....and interact with our students"

TONI [guest] says, "i still do not understand just foreigners"

ShereeR asks, "OK, lets get started. Tonight we are discussing working with students with emotional handicaps. I have a question for all of you. What is the most challenging thing for you about working with this population?"

DeliaC says, "Could it be that they actions are unpredictable."

TONI [guest] asks, "how do you know if you are getting to them reaching them?"

rosa [guest] says, "I think that special ed students should be in a regular ed class and should only receive extra support when needed, not only go to regular class students sometimes."

CA-SpEd [guest] says, "Defiance"

TONI [guest] says, "this is your hardest defiance"

Jason [guest] has arrived.

CA-SpEd [guest] says, "Yes"

Maxine [guest] says, "I'm sorry if I am interrupting. I would like to join this discussion."

TONI [guest] says, "you can have defiance at any age or any ability"

BJ [Helpdesk] says, "A reminder that you might want to click on DETACH in the middle right of your screen to make your text window larger and easier to read"

CA-SpEd [guest] says, "yes --- my students for example"

ShereeR says, "Maxine, we see and hear you. Go right ahead and speak up"

DeliaC says, "Right now I am in a class where there are quite a few students who have a problem with following directions."

ShereeR says, "From what I gather, the concerns expressed thus far are EH student unpredictability, defiance, and how do you know how to reach them."

TONI [guest] says, "yes I do not know when they are smiling or in distress"

DeliaC asks, "What happens when students are not responding to the different strategies that one is using in the classroom?"

ShereeR asks, "Let's take predictability first. Are students in the mainstream predictable all the time?"

DeliaC says, "There are many students that are not predictable."

TONI [guest] says, "the students I call the general population are more predictable but not always"

rosa [guest] says, "DeliaC I agree with you even in the regular classrooms you will have many students who are not predictable."

ShereeR says, "All of the concerns expressed can be nearly eliminated when a teacher becomes familiar with a student. Delia is right . Really everyone is unpredictable if you don't really know them. Once you become acquainted with a student you can pretty much predict their behavior."

TONI [guest] says, "You are able to direct them more it seems then an emotional disturbed"

DeliaC asks, "This helps but what happens when students do not try to respond to you?"

CA-SpEd [guest] says, "Passive resistance"

ShereeR asks, "Delia, are you speaking of EH students? Ignoring you?"

DeliaC says, "Not ignoring just having the students not trying to learn."

TONI [guest] says, "The principle at this school says it is the teachers fault if the student does not learn"

ShereeR says, "Very often ignoring or passive resistance as CA stated is an attention seeking behavior. This is their way of controlling a situation. It may even be a form of defiance. However, it can be workable."

DeliaC says, "Wait that does not sound right. I am asking about the students who are there and are not trying to pay attention."

TONI [guest] says, "This person feels there can be modifications and adaptations to make these students learn"

CA-SpEd [guest] exclaims, "wonderful...I'm all eyes!!"

TONI [guest] says, "or help them to learn"

ShereeR says, "Delia, you need to do something that will GET their attention. Even if that means doing something strange or funny or so unusual they can't take their ears and eyes off you."

TONI [guest] says, "I am all ears to"

rosa [guest] says, "I don't think that it is totally the teacher's fault if a student does not learn, it is a combination of teacher, student, and parents. or maybe the material that the teacher is teaching to the student is way over his/her head."

CA-SpEd [guest] asks, "My students are 16-22 does that make a difference?"

ShereeR asks, "DEFIANCE...What is that? It is a power issue. Even the little ones have already learned that they want to control situations. So what do you do when a student is defiant or doesn't do what you want?"

CA-SpEd [guest] says, "For my students...i ignore them."

ShereeR asks, "CA, make a difference for what?"

CA-SpEd [guest] says, "Pliability, teachability, compliance level"

TONI [guest] says, "When they are in the general population you can give them detention there are repercussions"

ShereeR says, "CA, good! The main thing is when they start to play "tug of war", don't pull back."

rosa [guest] says, "For my students I also ignore them, but those who do not act defiant get rewards like stickers or a star on their daily check off list."

ShereeR says, "Toni, even in special ed situations there are consequences to be given."

TONI [guest] says, "I do not understand they are ignoring you and you are ignoring them"

DeliaC says, "There is not always the option of detention. A lot of students attend afterschool programs and do not have time to stay because they will lose valuable tutoring time."

ShereeR says, "Rosa, incentives are good if they work with particular kids. I should buy stock in the "Blow Pop" company!! HA HA"

CA-SpEd [guest] says, "Toni--some students respond and participate... the others see this"

DeliaC says, "Don't forget Jolly Ranchers."

TONI [guest] says, "I understand that what I have a hard time understanding are seriously ill children who have some serious syndromes what are you teaching them"

ShereeR says, "Delia and Toni, I am not talking about detention or after school stuff.

There are consequences right in your own classes or should be."

ShereeR asks, "Toni, I am not following you. Could you clarify?"

Connie [guest] has arrived.

rosa [guest] says, "Hey, incentives have worked for me, and as a substitute teacher I have learned to carry my little surprise box with me everytime I have to sub."

ShereeR exclaims, "Hello Connie, join in!"

Maxine [guest] asks, "what about a situation where the behavior cannot be ignored, such as injuring a peer or an adult?"

sandra [guest] has arrived.

ShereeR says, "What I was saying about defiance or not paying attention or stubbornness, it is all from the same source. It is a way to control and a means to get attention."

TONI [guest] says, "Sherree like what what kind of repercussions sheree you are not following me here is an example I was in for one day and not one student could lift their hands or speak and many were restrained in chairs and many were asleep"

ShereeR says, "Maxine, that is totally different. Obviously you can't ignore that. If you have students such as this, a system should be devised in your school to handle these types of situations."

DeliaC asks, "What do you mean restrained in chairs?"

TONI [guest] says, "this was a substituting job I was in for"

CA-SpEd [guest] says, "Toni is thinking we are discussing MY kids"

TONI [guest] says, "what are MY kids"

CA-SpEd [guest] says, "The focus is Emotionally Disturbed"

CA-SpEd [guest] says, "My kids are Severe and profound devel. dis."

CA-SpEd [guest] says, "BIG difference"

ShereeR says, "Toni, the key words in your statement "I was in for ONE DAY". That is not enough time to make a difference or see the true situation."

TONI [guest] says, "That is why I am here tonight"

DeliaC says, "It is always hard just going in for one day."

CA-SpEd [guest] asks, "The one day was spent in what type of class?"

Maxine [guest] says, "my students are in a state school for the severely handicapped in Missouri, IQ below 40 and most have physical disabilities as well. We are not allowed to restrain even these students unless it is written into their IEPs and even then, it is extremely rare."

rosa [guest] says, "Delia, your right it is really hard to go into a class for just one day."

TONI [guest] says, "my question are you getting to these types of children those here tonight who work with them"

ShereeR says, "In fact, as you work with special ed students, time and gathering your own EXPERIENCE will help immensely"

TONI [guest] says, "I do not think anyone would tell you legally they were restrained, but tied into a chair so they would not roam around this room"

ShereeR says, "OK, however, we are talking about EMOTIONAL HANDICAPS.

Students with emotional handicaps do not necessarily have a low IQ. In fact, many are extremely bright and capable academically."

TONI [guest] says, "I was in for a music teacher working multi sensory with a art teacher and she put in a video tape"

ShereeR says, "To say their academic challenges is due to lack of intellect is a MYTH."

Maxine [guest] says, "yes, Sheree, time and experience will help. I have been a Special ed teacher for many years but for the past year I have been with the severely and

profoundly mentally handicapped and believe me, it takes putting in the time in the classroom to become comfortable."

TONI [guest] says, "My presentation will be on emotional handicapped and modification to their instruction"

ShereeR says, "EH students may seem lower or slower but that is due to the fact that their behavior has caused them to get far behind academically."

TONI [guest] says, "Do you consider a foreign student emotionally handicapped if they are having cultural shock"

TONI [guest] says, "Rosa you said you have a little box"

ShereeR says, "Maxine, each type of disability takes on new challenges. Mentally handicapped students are very different than Emotionally Handicapped students. Yes, it does take time to get comfortable with all types of disabilities."

TONI [guest] says, "can you give me an example"

Joan [guest] has arrived.

ShereeR says, "Toni, NO"

rosa [guest] says, "Toni, I do not consider a foreign student emotionally handicapped for having cultural shock, I don't think that's what we're talking about here."

BJ [Helpdesk] says, "Hi, Joan"

ShereeR says, "Toni, a student who has the EH or SED label have been through testing and years of problems to gain that label."

ShereeR says, "Hello Joan! Join in. We are discussion working with students with Emotional Handicaps"

TONI [guest] says, "In one graduate class ESOL classes and students who came from places like Bosnia or war torn areas were tracked in lower classes"

Maxine [guest] asks, "Sheree, can you tell us if the term behavior disordered is now replaced by the term emotionally disturbed?"

rosa [guest] asks, "Yes, Toni, I have a little box, what's your question?"

TONI [guest] says, "What for example if a kid is trying not to learn would you do"

ShereeR says, "Maxine, that is a state to state issue. In fact, if you go to state department of education websites and research special ed, you will find many states call various disabilities different names and acronyms."

rosa [guest] says, "Toni, ESOL students were probably tracked in lower classes because the district probably does not have a good support system for foreign students"

ShereeR says, "Toni, a child does not "try not to learn"."

ShereeR says, "Do you mean they refuse to participate or do the work or pay attention? Explain please."

TONI [guest] says, "what was said earlier defiance, I have seen children in the general pop try not to learn be stubborn ignore the teacher and be defiant"

rosa [guest] says, "I like to try pretty much everything, I can do a lot of things to get my students attention, jumping, changing my voice, anything...."

TONI [guest] says, "I appreciate all the comments and I can not stay tonight anymore"

ShereeR says, "Remember when I said don't play "tug of war" with them? They want you to fuss over them and make a big deal about their lack of participation. DON'T do that. Pay lots of attention to those on task. Praise everyone who is doing things correctly."

TONI [guest] says, "I will try and get any more comments per transcript thanks Toni"

sandra [guest] says, "this discussion is NOT what I expected it to be"

ShereeR says, "You can't MAKE anyone do something. So don't try. In other words, if a student wants to gain power by nonparticipation, don't feed into it. Tell them that is a shame they don't want to do their work and then turn to those that are doing well and praise them and shower them with attention."

rosa [guest] says, "I like to make a big deal when my students stay on task and the other students who are not on task seem to notice this and they too start to make an effort to learn or at least try to do something."

ShereeR says, "Eventually, the defiant student will see he/she has no audience and will eventually want to do something RIGHT to get your attention."

Maxine [guest] says, "Sandra, what did you expect? This is my first time on this site."

ShereeR asks, "Sandra, would you like to contribute?"

sandra [guest] says, "It is also my first time. I expected more ideas."

ShereeR asks, "Sandra, ideas for what?"

rosa [guest] says, "Bingo, this is also my first time."

ShereeR says, "This is a give and take situation. What would you like to speak about, go ahead. We would like ideas too."

Maxine [guest] says, "Sandra, I think we distracted Sheree earlier by discussing low mental ability, which she said is not necessarily the case with emotionally disturbed students."

rosa [guest] exclaims, "I'm all ears!"

sandra [guest] asks, "Do any of you use peer assisted learning strategies?"

ShereeR says, "I wasn't distracted at all. EH kids are not mentally challenged. That is not a manifestation of their disability."

ShereeR says, "Sandra, our students have used that to a small degree. However, I know of schools have found great success with those strategies."

rosa [guest] says, "Yes, I have done that in my ELD classroom. I have students work with vocabulary words and it has worked real good."

sandra [guest] says, "It is also a great inclusion tool."

ShereeR asks, "Sandra, have you used peer assisted learning strategies?"

sandra [guest] says, "Of course"

ShereeR says, "Tell us about it."

sandra [guest] says, "that is why I asked"

ShereeR says, "Go ahead, you have the floor. I am sure others would love to hear about your expertise in this area"

rosa [guest] says, "I also used peer assistance strategies with reading. I usually pair up a low reader and have him/her read to another student in a lower grade and it has improved the reading skills of the low reader."

DonnaGeorge [guest] has arrived.

ShereeR asks, "While Sandra is gathering her thoughts, are there any other burning issues to comment on before the end of the hour which is drawing near?"

Maxine [guest] says, "Rosa, it also improves the self-esteem of the child reading to a lower grade student."

sandra [guest] exclaims, "I found that knowing the students is the key to creating the pairs, but also changing the pairs as needed. I am also a reflective teacher!!"

BJ [Helpdesk] says, "if anyone needs a transcript of this discussion type your email address now, please."

rosa [guest] exclaims, "Maxine, your right!"

ShereeR exclaims, "My high school students just completed making handmade books for the lower elementary students. They turned out wonderfully and we made a video of the older students reading their stories to the younger students. It was FANTASTIC!"

Maxine [guest] asks, "Sheree, can you tell us about your present students, such as what type of school it is, their ages, and their general academic abilities?"

Joan [guest] says, "At the risk of intruding, [I am just entering this conversation], I am a Consulting Teacher who has been asked by a Special Education teacher to find some lessons and materials relating to U.S. history to use with her small class. The ability levels in reading and writing are varied. Her "textbook" is ancient and thrashed. I have check out Schrock [too complex]. a few sites for SE [little about actual materials to use].

Any ideas about sites? "

ShereeR says, "See, if you keep even the most disruptive kids involved, they "forget" to be defiant. You have to find their interests and what they care about."

ShereeR says, "My students are severely emotionally disturbed K-12. Our entire school is for SED students. The academic levels run the entire scale. We have from extremely low to beyond grade level. It is an extremely mixed bag."

Joan [guest] says, "Joan again. You were discussing students helping students, but in this class there is no one who can take a leadership role. That is why the teacher needs "adjusted" lessons. There is an aide."

Maxine [guest] says, "I wonder how severely emotionally disturbed students can be included in general ed classrooms."

Maxine [guest] asks, "would the general ed teacher be trained to teach this student?"

ShereeR says, "Well, SEVERELY emotionally disturbed students are rarely mainstreamed unless they are working their way up the behavior ladder. They can be violent and very disruptive. That is why we have them in one school"

rosa [guest] says, "ShereerR, I see your point."

ShereeR says, "However, it is important for all teachers to have some knowledge of the various disabilities they may encounter within a mainstreamed setting."

Maxine [guest] asks, "Thank you, that's what I thought. Have you known any students who did work their way up the ladder and move to a regular ed school?"

ShereeR says, "I know many teachers in my district are scrambling because many EH kids are being included. That is VERY difficult if you don't have experience and training."

rosa [guest] says, "I recently completed a special ed course for the same reason, I felt that it would benefit my students and me if I learned more about special ed students."

ShereeR says, "Some of our kids actually do make it up to the "regular" school. It takes time and behavior modifications, but it can be done."

ShereeR exclaims, "Rosa, GREAT!"

rosa [guest] exclaims, "I know of one student and she is doing great in a regular classroom!"

Connie [guest] asks, "So, Rosa, did it help? What did you learn that benefited your students the most?"

ShereeR says, "I want to thank all of you for coming. Next month, we will be discussing AUTISTIC students. If you have any autistic students or know anyone who does, encourage them to come and join in the discussion."

Joan [guest] says, "We had a robust Inclusion program at my high school four or five years ago, but it has dwindled because we can't find good student side-by-side helpers. We are on the quarter system and kids don't have many elective options."

Maxine [guest] says, "thank you, Sheree, for spending this time with us. It was a good experience for me."

Maxine [guest] exclaims, "do have many autistic students so I will be here!"

ShereeR says, "The next special ed chat will be Thursday, MAY 16th at 9:00 E. If any of you would like to contact me before then, feel free to email me at:"

ShereeR says, "wizzlewolf@aol.com"

ShereeR exclaims, "Maxine, that is WONDERFUL. Please try to be here because I want to learn more about this disability too!"

ShereeR says, "I can learn from you! Our school has been getting a number of autistic kids and I am really having to learn about them quickly."

BJ [Helpdesk] wonders if Sheree is doing her next session in TI2?

Joan [guest] asks, "Is it too late to repeat my request for Special Ed 'lesson' sites?"

BJ [to Joan [guest]]: "perhaps Sheree can email you with that information?"

ShereeR says, "BJ, it is fine with me if we have it in the new spot."

BJ [Helpdesk] says, "great, Sheree. I think you'll like being in the new interface."

Connie [guest] says, "Joan, this site my help you for US history:

www.historyplace.com/tourism/usa.htm"

ShereeR says, "Joan, you don't have to email me. You can just go to www.google.com and do a search for special ed lessons. You know best as to what you are looking for. It may take time, but it would be worth the search."

BJ [Helpdesk] says, "thanks, Sheree, for leading the discussion."

BJ [Helpdesk] waves goodnight.

Joan [guest] exclaims, "Thanks everyone!"

ShereeR says, "Thanks BJ. See you next month."