

**Title of Session:** Issues in Special Education  
**Moderator:** Michael Simons and Benjamin Grad  
**Title of File:** 20040722sped  
**Date:** July 22, 2004

Room: After School Online Room

**JeffC** joined the room.

**MichaelSi:** Let's go for it -

**MichaelSi:** we can moderate ourselves, certainly!!

**BenjaminG:** Sp.Ed. hasn't quite started... our discussion person isn't here.

**BenjaminG:** whoa... is that allowed? ;-P

**MichaelSi:** well, we can 'go for it.'

**TracyPW:** Thank you for the info.

**MichaelSi:** hey, it's the 21st century baby

**MichaelSi:** How many special ed professionals do we have in here?

**BenjaminG:** First, though - did you know that you can go to "actions", scroll down to "detach" and get the chat window as a whole window?

**JesseHo:** Hi everyone from Dr. Leeper's class

**BenjaminG:** I'm regular ed, though you could consider my school to be practically all special ed - inner city with bad leadership, you know.

**TracyPW:** I am a sped interrelated teacher in Georgia, and yes in Leepers class

**JeffC:** You can look at my special ed links if you want in the meantime:

<http://www.mybookmarks.com/public/coops> (there is a special education folder there)

**MichaelSi:** Jeff, are you a moderator?

**JamesWC:** If it were not for the last minute, nothing ever would get done!

**JeffC:** Nope... just on Helpdesk... always looking to learn something new.

**MichaelSi:** never do today what you can do just as easily TOMORROW

**JeffC:** yeah... well... tomorrow has problems of its own.

**MichaelSi:** no kidding.

**MichaelSi:** amen

**TracyPW:** Does anyone team teach??

**JamesWC:** Do be a DoBEE, Miss Anne, Romper Room.

**MariaVB:** I am regular ed, this year a new librarian

**JesseHo:** I do

**MichaelSi:** so - I'm a high school special ed. teacher of kids with fairly profound learning disabilities and emotional/behavior problems in upstate New York. I teach 4 sections of English and a few electives

**MariaVB:** We have a lot of teachers that do CWC in my department

**TracyPW:** Do you feel that the regular ed. teacher is resentful of your duties?

**BenjaminG:** Do the regular ed teachers even know what your duties are?

**JeffC:** Don't be a don't be-- Miss MaryAnne Dobedobedo-- F. Sinatra ScoobeeDoo-- Hannah Barbera

**JesseHo:** What is this new acronym CWC?

**MariaVB:** Class Within A class

**JeffC:** Maybe it's the new IEP?

**MichaelSi:** With team teaching, are you supported by your administration to have time enough to collaborate and plan?

**TracyPW:** I think that is the problem. We are supposed to teach content, but then we are changed to different content areas every year. IT is difficult to know what we are supposed to do.

**BenjaminG:** come on, now... you know the answer's 'no'. Can't lead the questions into bitch and moan session already.

**JesseHo:** Not much time to plan. What is a class within a class?

**MariaVB:** It's a regular ed class with a signif number of spec ed kids and a spec ed teacher to assist

**TracyPW:** We call this team teaching or co-teaching

**BenjaminG:** Main stream model when you have too many kids, and the reg ed teachers are just going to fail them anyway.

**JesseHo:** That is what we call coteaching downwnnn here in the SOUTH!

**MichaelSi:** we have a self-contained situation, but we've taken a pretty neat approach -

**MichaelSi:** we have 62 kids,

**MichaelSi:** 6 teachers,

**MichaelSi:** and instead of all being 'jacks of all trades'

**BenjaminG:** btw, the top of your chat window has a toolbar marked 'font' if you want to make the font larger.

**JesseHo:** So are IEPs going to be streamlined even more in the future?

**TracyPW:** What do you mean by streamlined?

**JesseHo:** Less paperwork and maybe doing them only once every three years!

**MichaelSi:** we have 6-15 kids a period, but teach departmentally - I'm the english teacher, and the kids rotate to me...

**JesseHo:** Kind of the like bypassing an evaluation.

**TracyPW:** I would love that. Then we could concentrate on the real task, teaching.

**MichaelSi:** so they get a more approximate 'real high school' experience,

**EllieR:** I am a middle school English teacher in San Diego, and I team teach with our special ed. teacher for almost all of our classes.

**MichaelSi:** what with switching between classes, etc...

**JeffC:** You may also Detach the chat window, resize it and tile it with your main browser... to make it easy to read the scrolling text while still maintaining contact with the main window.

<http://snurl.com/tiledwindows> (gives an example of this)

**MichaelSi:** it works well!

**TracyPW:** Ellie, do you feel your sped teacher does an equal share of the work?

**EllieR:** That's great - how are the Sp Ed. kids integrated socially??

**JesseHo:** Some do and some do not in my county.

**BenjaminG:** We got a kickbutt sp.ed. teacher in the building who introduced everybody to the concept of "IEP". The sp.ed. teachers were writing them and getting people to sign them, when no one had actually attended the IEP meetings at all. Then they were getting filed and nobody ever saw them.

**MichaelSi:** the kids have 'specials' out and mainstreamed as much as possible,

**EllieR:** Yes - the sp. ed. teacher is amazing

**MichaelSi:** and lunches, etc., etc...

**MichaelSi:** granted,

**TracyPW:** Ben, that is a big no in our school.

**MichaelSi:** it's still not a REAL, true mainstreamed experience,

**BenjaminG:** It's a big no no now!

**BenjaminG:** She busted them bigtime, kicked it right to the district.

**BenjaminG:** They made her sped chair.

**TracyPW:** Ellie, but does she equally share teaching content or just providing support?

**MichaelSi:** but we do the best we can with the knowledge that our students' needs supersede what we might want to give them...

**MariaVB:** I think most of our teachers who "coteach" don't think the spec. ed teachers

**MichaelSi:** some of them truly \*can't\* handle it.

**EllieR:** she is there mostly for behavioral issues and big academic projects

**JesseHo:** Who is our leader?

**MichaelSi:** we don't have one, Jesse

**BenjaminG:** Here's a question...

**TracyPW:** Sometimes I feel like a parapro

**MariaVB:** do as much. But I think they have different responsibilities

**JesseHo:** Moderator? whatever?

**MichaelSi:** we're self-moderating

**JamesWC:** Please, take me to our leader!

**MariaVB:** Is the moderator coming?

**JesseHo:** OH! so this is sort of a potpourri for SPED

**MichaelSi:** no idea

**MichaelSi:** we have no way of knowing

**MichaelSi:** they're now 15 minutes late,

**TracyPW:** I think the discussion has gone well so far

**MichaelSi:** 1/4 of our time together gone

**MichaelSi:** yes.

**JamesWC:** Hurry up and wait

**MichaelSi:** well,

**JesseHo:** Can we leave like the myth about leaving a prof's lecture in college after 15

**MichaelSi:** I'm enjoying chatting

**MichaelSi:** hahhaa - love that myth

**BenjaminG:** If you grade a kid on their IEP, which means that they have officially 'passed' the course according to their IEP, by making progress to required elements in their mathematics...what do you do when they don't have the skills necessary to go on to the next mainstreamed course?

**MichaelSi:** we have an IEP DIPLOMA

**MichaelSi:** anyone else?

**MichaelSi:** they're measured against their GOALS, not their academic achievement

**MichaelSi:** thus,

**MichaelSi:** if they progress,

**MichaelSi:** and the IEP team

**SusanR** joined the room.

**MichaelSi:** is happy with benchmarks,

**TracyPW:** Ben, I think there is a big issue. Many teachers will go ahead and pass students on to the next grade level in elem and middle but the problem is they can't get passed up in high school. This makes for angry parents.

**MichaelSi:** then we give them a different diploma

**JesseHo:** Students are getting passed everywhere all the time until they hit the 9th grade

**MichaelSi:** not the Regents or Regular diploma the mainstreamed kids who've achieved get.

**BenjaminG:** They get passed 9, 10, 11, 12 at my school. I just quit, without actually getting a new job for the fall.

**BenjaminG:** guess I'm a sub now.

**TracyPW:** Jesse, and don't you think they are blown away when they find out they actually have to pass a class by regular standards. Most fail and then drop out of school.

**JesseHo:** What we need are apprentice programs and trade schools for those who are not interested in going to school any longer

**EllieR:** My brother has CP and his high school home ec. teacher gave him a D in cooking!! So many teachers don't understand that IEPs are individualized goal sets!

**MichaelSi:** ahhh- the power of VocTech!

**MichaelSi:** we have a great Voc program;

**MichaelSi:** I have kids who can't

**JesseHo:** Tracy, I agree we set them up for failure

**MichaelSi:** write their way out of a paperbag

**MichaelSi:** but will be making

**TracyPW:** Definitely more transition skills needed for the workforce so we can educate students.

**MichaelSi:** more \$\$\$ than any of us

**MichaelSi:** when they're driving bulldozers

**MichaelSi:** know what I mean?

**JesseHo:** Yes, but I do not want to drive a bulldozer

**MichaelSi:** that's fine,

**MichaelSi:** but we need to realize

**MichaelSi:** that everyone WON'T be a teacher, doctor, or accountant.

**MichaelSi:** the world NEEDS 'dozer drivers.

**TracyPW:** In fact, I think that all students should be provided with technical skills.

**JesseHo:** Agreed

**BenjaminG:** Seriously,, though... go easy on the reg ed teachers - in our case nobody had ever told us what an IEP really was about until this year. The screams of outrage were through the roof, because teachers would have been willing to grade on IEPs if they had ever seen them.

**JesseHo:** I could use some technical skills myself. Ask my wife!

**JeffC:** When I supported a middle school computer lab, I helped a SPED student by getting her an email account (helped with her aid). At the time they had her using 2nd grade reading material (she was in the 7th grade)... using email... I had her create a dialectic journal with her mother... in two weeks... her sentence length doubled.

**JamesWC:** Cool

**MichaelSi:** wow

**JesseHo:** Way to go Jeff!

**JeffC:** How many of you use project based learning with your sped students?

**TracyPW:** I think both parties are to blame. Every teacher is so busy, it is hard to take the time to inform each other of the reg. and special ed. needs.

**MichaelSi:** administration needs to lead well, too

**TracyPW:** Never used project based learning. I have done service learning. Is it the same thing?

**TracyPW:** Michael, I agree

**MichaelSi:** project-based somewhat close to portfolio?

**JesseHo:** Project based learning is fun but in the standards society we live in we do not have the time to do it very much.

**MichaelSi:** portfolio works WELL with my sp. ed. students because I'm grading them against their OWN improvements,

**MichaelSi:** you know??

**EllieR:** I use project based learning with all my students. I think its great for them to work towards ends they will be proud of rather than

**JeffC:** Don't think so Tracy. My advice (as a non sped educator)... go to

<http://www.epals.com> and register... then create email accounts for all your students.

Have them hook up with other students around the world and start writing... get them involved... you can even specify that you want them to hook up with other sped students (or not).

**TracyPW:** Give me an example of some of the project based learning.

**MichaelSi:** of course, I've struggled with maintaining interest and 'drive' with my students through the course of project-based learning....

**TracyPW:** Thanks, Jeff

**JesseHo:** Motivation and getting my students to work out of class remains a problem

**JeffC:** One example: Newsday <http://www.gsn.org/gsh/project/newsday/>

**MichaelSi:** <my wife uses Epals for French class and French pen pals !>

**EllieR:** Shakespeare skits, mythology posters, portfolios, research projects, book projects, etc.

**TracyPW:** I am teaching an affective skills class this year. I need suggestions for high school behavior disordered students.

**JeffC:** If you want to see what I did with my 9th graders at Richmond High (who weren't classified officially as sped, but many read at the third grade level... which qualifies)... take a look at <http://snurl.com/netc1>

**MichaelSi:** TRACY -

**MichaelSi:** google search "Getting Along with Others"

**MichaelSi:** it's a book set

**MichaelSi:** that teaches 'getting along' skills

**MichaelSi:** REAL nice

**EllieR:** Thank you Michael!

**MichaelSi:** you bet - see if you can find it on google.

**MichaelSi:** it's a bound book, and a spiral resource book;

**MichaelSi:** a twin set.

**TracyPW:** Thanks for all the great suggestions.

**JeffC:** My running joke at RHS was: What's the difference between freshman English and SPED? Answer: 20 students per class

**MichaelSi:** basically a curriculum for a progression of social skills, etc...

**TracyPW:** HaHa

**JesseHo:** Does anyone think that study skills should be a required class for high school students?

**MichaelSi:** YES -

**TracyPW:** Study skills is just a place for kids to goof off.

**MichaelSi:** that and TYPING

**MichaelSi:** TYPING

**MichaelSi:** TYPING

**MichaelSi:** I swear to all things holy,

**MichaelSi:** when I learned to type PROPERLY in HSchool,

**JamesWC:** I think that a class in study skills should be required!

**JeffC:** I think if your study skills incorporated ways to get students to become engaged and motivated involved learners... yes.

**MichaelSi:** it was a god-send;

**MichaelSi:** I can type 80 words a minute,

**MichaelSi:** and in college,

**MichaelSi:** holy cow -

**JesseHo:** NOT TRUE! There is are entire curriculums dedicated to study skills. Google it!

**MichaelSi:** when my friends were hunting and pecking, I'd leave the lab 5 hours earlier than them

**MariaVB:** I think study skills should be required for ALL students

**MichaelSi:** study skills, typing BOTH, IMO

**TracyPW:** I try to get the regular ed. teachers involved in study skills. If a student does not finish work, they can put it in the study skills teacher box. IT has worked very well.

**MariaVB:** and typing is very important even in non professional jobs

**JamesWC:** If study skills class is wasted time, what is the responsibility of the student?

**JesseHo:** I still hunt and peck!

**MichaelSi:** absolutely - hey, we're a typing-based society, I believe... it's where we're going.

**TracyPW:** I agree with the typing as well.

**MichaelSi:** hard habits to break

**MariaVB:** I don't think the moderator is gonna show, 30 min late

**MichaelSi:** no kidding.

**MichaelSi:** hey, it's just good to talk with folks.

**JesseHo:** WELL maybe they are tired out from the festival:)

**MariaVB:** I just want to do my assignment

**MichaelSi:** what's a festival in here?

**JamesWC:** This is very immoderate of our moderator!

**MichaelSi:** well, Maria, our assignment can be just as much about what went wrong as what went right

**JeffC:** Yesterday was the Festival... an annual day-long event here.

**MichaelSi:** so we can give that feedback

**MariaVB:** exactly

**MichaelSi:** what's its purpose?

**TracyPW:** Study skills could be a great class and may be at many schools, but it is not taken seriously at our school. This year, only students in College Prep can take study skills.

**Brenda`W:** how many in here are in 440?

**JesseHo:** 440?

**MichaelSi:** Caplow's class? ME

**MichaelSi:** and I'm tanking.

**JeffC:** I presented on my topic: Building 21st Century Collaborative Learning Communities... the same url I gave you was an article I wrote that was the springboard for the discussion <http://snurl.com> ... it does have ideas that sped teachers could use.

**TracyPW:** Okay

**Brenda`W:** why are you tanking?

**JeffC:** whoops... <http://snurl.com/netc1>

**JesseHo:** it looks like I will be "snurling"!

**TracyPW:** Okay, again

**MichaelSi:** having a hard time with the prof and my own balancing of responsibilities to my job; most of it's my fault, but still frustrating

**JamesWC:** Nothing hard is ever easy.

**Brenda`W:** same here she isn't too forgiving

**MichaelSi:** and most things worth doing aren't easy.

**TracyPW:** I think I am missing an internal conversation here.

**MichaelSi:** apologies, Tracy.

**MichaelSi:** that was rude of us - sorry.

**MichaelSi** -(

**JamesWC:** In a minute there is time for visions and revisions that a minute will reverse.

**JesseHo:** Let's talk about something, Please

**JesseHo:** IIDEAS?????????

**TracyPW:** apology accepted.

**MariaVB:** Let me open a can of worms

**MichaelSi:** go for it, Maria!

**TracyPW:** What about thoughts on inclusion?

**MariaVB:** I am a regular ed teacher

**JeffC:** Ever consider with all the paperwork you have to do in sped... to start creating online portfolios for your students? There's a free and open source software available: <http://www.theospi.org/>

**MariaVB:** many teachers complain about the scores students receive on tests

**MariaVB:** after going to the resource room

**MichaelSi:** too high?

**MariaVB:** yes

**JesseHo:** Let's skip inclusion and talk about being highly qualified teachers for SPED

**MichaelSi:** ahhh,

**MichaelSi:** yes.

**JamesWC:** What responsibility does the student have for his/her scores?

**Brenda`W:** I am an 8th grade teacher

**TracyPW:** Cool. I just think that the only sped paperwork should just be goals. All the other information is not useful.

**Brenda`W:** and my sped teacher couldn't help her kids with finding percents

**MichaelSi:** well, prose-y background information is helpful

**JesseHo:** Inclusion is great, but do you think that every teacher needs to be certified in their area(sped) and in the subject area they teach?

**TracyPW:** What do reg. ed. teachers think could aid sped teachers to become more content knowledgeable

**MariaVB:** That's tough

**MichaelSi:** on-the-job learning

**Brenda`W:** a degree in the area elem, middle, hs

**MariaVB:** I think doing some of the co-teaching we talked about earlier

**Brenda`W:** our teacher was elem reading certified in a 8th grade math room

**TracyPW:** I don't know if you have to be certified. I just think that we should be placed in an area for many years to develop our content skills just like reg. ed. teachers can do.

**MariaVB:** It is a hard position because high school teachers have to deal with a lot of content

**MichaelSi:** alrighty, gang - I need to summarize some of this and scoot; losing faith in a moderated discussion forming any time soon - NOT to say this hasn't been good; it has been...

**MariaVB:** that is not a bad idea, does that pigeonhole you too much?

**MichaelSi:** but I'm going to post to our class....

**TracyPW:** Maria, this is true and with a shortage in sped teachers, we are often shuffled to wherever there is a need

**MichaelSi:** one and all, take care, and fare thee well.

**MariaVB:** bye Michael

**JeffC:** Think I'll throw out a few links: Council for Exceptional Children:

<http://www.cec.sped.org/>

**JesseHo:** I have to get certified in Math for example by 2007-2008 maybe. This is Calculus and hard-to-do proofs and stuff. But I only teach applied algebra and Euclidean geometry

**JamesWC:** Va ya con Dios.

**TracyPW:** I use Idonline all the time

**JesseHo:** It is hard enough to get SPED teachers, but making them get even more schooling seems a bit ridiculous

**JeffC:** Special Education Resources on the Internet <http://seriweb.com/>

**JesseHo:** This transcript is going to be a wonderful resource for me

**TracyPW:** Jesse, I agree. I taught biology for 2 years and this past year, I felt pretty good about the content. If given this year to teach in the same area, I feel that I would have compared to the reg. ed. teachers, but I am teaching US History this year.

**JeffC:** SERI Special Needs and Technology Resources <http://www.seriweb.com/tech.htm>

**TracyPW:** Jeff, what do you teach? You have so many resources

**SusanR:** Some of the issues and challenges you are facing have been discussed at Education World [http://www.education-world.com/special\\_ed/](http://www.education-world.com/special_ed/)

**JeffC:** I used to be the Education Technology Specialist for the College of Education at Pacific University... helping MAT (and yes... SPED) students, professors, etc... integrating tech with curriculum... but I was laid off due to budget cuts.

**TracyPW:** This has been my best discussion yet.

**JesseHo:** This is the most I have ever talked. I like the open forum

**JeffC:** You have to do what you can... no moderator... go and learn something... what the heck?!

**TracyPW:** Off the subject, how do you make comments Jeff without it highlighted?

**JeffC:** type a colon followed by words :nods

**JeffC:** nods

**SusanR:** winks

**JamesWC:** If life gives you a lemon, make .....

**JeffC:** applesauce!

**TracyPW:** Tracy:nods back

**TracyPW:** That did not work

**JeffC:** . o O ( no need to type your name first )

**TracyPW:** nodding again

**SusanR:** Type :nods back

**TracyPW:** Thanks

**JeffC:** those are thought bubbles... type: /th words

**JesseHo:** nod, nod nod

**JeffC:** You got it

**JeffC:** Here is something for you sped educators

**JesseHo:** Wow. I think I'll be back

**TracyPW:** Okay, know we are really talking about important stuff

**SusanR:** checks her backflip file

**JeffC:** type: /project url (you can open a URL on remote computers)... DON'T EVERYONE DO IT! Who wants to volunteer?

**JeffC:** Consider this... you can open a link on everyone else's computer... see any use in the K-12 setting... whether sped or not?

**TracyPW:** Sounds good

**JamesWC:** Tim, anything to say?

**JeffC:** <http://www.teachersdomain.org/tdhome.html>

**TracyPW:** Well, how about one more sped topic. Think

**TimW:** wakes up

**TimW:** Bill, did you say something?

**TracyPW:** How many of your schools offer full inclusion of all students with disabilities?

**JeffC:** I think sped kids could really get into LOTF

**TimW:** Actually, I'm enjoying the conversation and resources (links), thanks Jeff

**JesseHo:** Tracy, always back to the topic

**JamesWC:** Way Cool!

**TracyPW:** I'm trying

**JeffC:** How many schools offer anything that really gets kids to enjoy learning?

**JesseHo:** I have found that students like to get the teacher off topic

**TracyPW:** I think we have stuck to the traditional teaching methods, and sped kids especially loose interest

**TracyPW:** Jesse, a lot like this discussion

**TimW:** Any advice for someone beginning their first year as a teacher?

**JesseHo** jesse smiles

**JeffC:** so transcend the traditional... yeah... get the teacher (and the school for that matter)... off topic... how can you really reach kids to want to enjoy learning?

**JeffC:** yeah Tim: two words: real estate

**TracyPW:** I think finding individual interests

**JamesWC:** To Tim, Plastics

**TracyPW:** direct instruction to some of those areas

**JeffC:** Darn... James has the better answer.

**JeffC:** Do you really think direct instruction is the best answer?

**TracyPW:** I didn't mean "Direct instruction", I just meant to focus instruction on their interests.

**JeffC:** Yes... you're right Tracy.

**JeffC:** Now... if their interests lie outside of your own... what will you do?

**JeffC:** How will you facilitate them in pursuing their interests? Or will you?

**JesseHo:** All right last question Kerry or Bush? This is educational right!?

**TracyPW:** Surveys work great to find out their interests. There is always a way to tie that in to instruction and even bring in examples or have the students bring in things.

**JamesWC:** Politics is applesauce

**TimW:** or Nader?

**TracyPW:** Any responses

**JeffC:** That's a good answer Tracy... btw... check out <http://www.surveykey.com> ...online surveys... have kids make them!

**JeffC:** How about getting virtual guest speakers into the classroom... or even virtual mentors for your students?

**TracyPW:** You just have all the websites, Jeff.

**JeffC:** Kinda like magic isn't it?

**TracyPW:** We talked about virtual speakers in our class tonight

**JesseHo:** I am trying a survey out right now but noncompliance is rampant

**JeffC:** Pick a topic or theme... and I'll give you a site or an idea.

**TracyPW:** Sorry Jesse

**JeffC:** noncompliance= American education

**TracyPW:** Good Jeff

**JesseHo:** Guys it has been a pleasure!

**TracyPW:** Volunteer opportunities in Georgia. I need information for my school

**JeffC:** now... think about it... everyone is burning out big time... and NCLB is exacerbating this... how do we transcend the current malaise and state of American politics in education and get some fun back into learning?

**JamesWC:** Know why ponies can't talk? They are a little hoarse.

**JeffC:** You want to figure out ways for Georgia students to volunteer?

**JesseHo:** I am in a malaise

**TracyPW:** Jeff, I don't know. I will tell you how I feel about NCLB. I feel that with more assessments to measure success, we will continue to have more students fail, more students drop out, and therefore leave more children behind.

**JeffC:** Try this for starters: <http://atlanta.about.com/od/charities/>

**JamesWC:** Blaming your faults on your nature does not change the nature of your faults.

**JeffC:** assessment sucks

**TracyPW:** Thanks, Jeff

**JeffC:** unless it's via an online portfolio system that truly gives educators a chance to see how students progress (or don't) from year to year.

**JeffC:** that online portfolio site again: <http://www.theospi.org/index.php>

**TracyPW:** Assessment is fine, but when it keeps a Senior from graduating that have passed all classes, it is sad and unfair.

**JeffC:** sped teachers have it really bad... because of the bureaucracy you become so enmeshed in paperwork that really finding out exciting ways to get IEPs happening becomes almost impossible.

**TracyPW:** The paperwork is a lot. I get frustrated because I want to concentrate on lesson plans, but often I am diverted.

**JeffC:** what good is a grade or a number? what does it represent? is it truly accomplishing anything? can I, as an employer or even a teacher... begin to truly understand where a student is coming from, or where they want to go by looking at a cume folder or a stack of IEPs?

**JeffC:** I have about two dozen links to excellent lesson plan sites at <http://www.mybookmarks.com/public/coops> ...ever think of really getting the parents and students involved in choosing their own curriculum?

**JesseHo:** Paperwork is getting easier because of technology.

**TracyPW:** I could for this new class I am teaching. There is not curriculum for me this year.

**JeffC:** Let them look at the lesson plan sites... the N.Y.Times Lesson Plan Archive is the best... but it's for grades 6-12...

**JeffC:** Yeah... you have programs now that help you write your IEPs for you... but does that truly make your life easier as a teacher? I hope it cuts down the hours having to fill out the forms... but does it direct you in new and exciting ways to reach your students? I hope so... but doubt it... I really think that educators need a lot more support in all areas... along with their students... to really get going.

**TracyPW:** Jeff, thank you for the many resources. It is greatly appreciated.

**JeffC:** no sweat

**JeffC:** just got on a rant/roll there for a bit... see what happens when your moderator doesn't show up? chaos!

**TimW:** Thanks everyone

**TracyPW:** We stayed on the subject well.

**JeffC:** who was your moderator supposed to be btw?

**JeffC:** Heyentah Holzman... just looked it up

**TracyPW:** for what

**JeffC:** supposed to be the moderator today

**TracyPW:** OH

**JamesWC:** Like a cop, where are they when you need 'em?

**SusanR:** Hey you may want to check out the latest buzz at the teachers.net chatboard

**SusanR:** [http://teachers.net/mentors/special\\_education/](http://teachers.net/mentors/special_education/)

**JeffC:** Students with exceptional needs (SWENs) may have experienced failure, shame, and frustration in school so often they become disheartened and may give up on more than just school. Others, while not quite giving up, just barely make it from one year to the next, but with no real skill mastery. In this discussion, we'll look at some common "coping" and "avoidance" strategies employed by these students. Heyentah Holzman will discuss teaching strategies that can make a difference, and more in the ASO on July 22. These discussions are formally informal! While there is a set agenda, no topic is taboo, although we may elect to turn your question into a discussion all on its own!

**JeffC:** just pasted in today's topic...

**TracyPW:** Well, that does us a whole lot of good now.

**JeffC:** yeah... well... I think several of the issues were touched on...

**TracyPW:** I think so too

**JeffC:** gotta think about strategies that make a difference

**JeffC:** and I think they're usually outside the box that we find ourselves in.

**TracyPW:** Good nite to you.

**TracyPW:** Thanks for a good group.

**JeffC:** Yeah... but I'm sure all the kids call it Dracula

**TracyPW:** Susan, are you in Leeper's class?

**SusanR:** No I am K to 8 Occasional Teacher..some experience with spec ed students both in the computer lab, classroom and in small groups

**TracyPW:** Oh

**SusanR:** I understand the challenges you are experiencing. They seem to work best in group settings using the jigsaw grouping strategy or cooperative learning groups

**TracyPW:** This is hard in a resource class with only five students.

**TracyPW:** Many of them won't work with each other. They can't stop making fun of each other even in HS

**SusanR:** I have experienced that

**TracyPW:** Thank you for your input, but I have to go to get the kids in bed. Thank you everyone.