

1. Record Nr.	UNINA9910817589203321
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Titolo	Common-sense classroom management : techniques for working with students with significant disabilities // Jill A. Lindberg, Michele Flasch Ziegler, Lisa Barczyk ; foreword by Lou Brown ; acquisitions editor Jessica Allan ; cover designer Michael Dubowe
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2009 ©2009
ISBN	1-4522-9536-0 1-4522-9838-6
Descrizione fisica	1 online resource (144 p.)
Disciplina	371.9
Soggetti	Classroom management Children with disabilities - Education Special education teachers - In-service training
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Cover""; ""Contents""; ""Foreword""; ""Preface""; ""About the Authors""; ""Introduction and Overview""; ""Chapter 1 - Getting Ready""; ""Time Organization""; ""Student Information""; ""Finding Appropriate Materials and Adaptive Equipment""; ""Physical and Visual Arrangements within the Room""; ""Helping Administrators, General Education Teachers, and Support Staff Understand the Needs and Abilities of Students""; ""Knowing Your Community""; ""Chapter 2 - Organizing the Students and Their Learning Environment""; ""The IEP and Planning""; ""Grouping Students"" ""Developing Daily and Weekly Schedules""""Individual Student Planning in a Variety of Learning Environments""; ""Developing Lesson Plans""; ""Documenting Student Progress""; ""Working with Classroom Support Staff""; ""Community Experiences and Instruction""; ""Advocating for Your Students and Exploring Inclusive Learning Environments""; ""Chapter 3 - General Planning: Curriculum and Methods of Instruction""; ""Consistency, Structure, and Routine""; ""Student Full and Partial Participation in the General Education Classroom""; ""Systematic

Instruction and Fading"; "Curriculum"
"Blending Academic and Functional Curriculum Models"Chapter 4 -
Academic Planning"; "Inclusion, Least Restrictive Environment (LRE),
and IDEA"; "Academic and Content Standards and Writing
Individualized Education Programs (IEPs)"; "Curriculum, Instructional,
and Assessment Planning"; "Inclusive Instructional Strategies and
Adaptations"; "Active Participation Versus Presence Only in the
Classroom"; "Collaboration and Team Planning"; "Chapter 5 -
Functional Planning"; "Planning for Community and Functional Skills
Instruction"; "Functional Learning Outcomes"
"Functional Instruction" "Inclusive Examples"; "Social Skills and Peer
Relationships"; "Self-Advocacy and Self-Determination"; "Transition
and Outcomes"; "Chapter 6 - Using Assistive Technology as a
Learning Support"; "Definition of Assistive Technology (AT)"; "The
SETT Framework"; "Use of Assistive Technology for Communication";
"Use of Assistive Technology to Access Literacy"; "Use of Assistive
Technology to Control the Environment"; "Use of Assistive Technology
to Hold Things"; "Use of Assistive Technology to See Better"
"Use of Assistive Technology to Hear Better" "Use of Assistive
Technology for Computer Access"; "Use of Assistive Technology for
Eating or Dressing"; "Use of Assistive Technology for Access to
Recreation and Leisure"; "Documenting Assistive Technology in the
IEP"; "Chapter 7 - Understanding Behavior"; "Communication";
"Determining Cause and Supporting the Student"; "Developing a
Support Plan for Difficult Behaviors in Different Settings"; "Shaping
Behavior and Rewards"; "Chapter 8 - Working with Related Service
Providers and Other Support Staff"
"Defining Related Services"

Sommario/riassunto

This invaluable handbook provides teachers with common-sense strategies, tools, and templates to ensure the best possible educational outcomes for learners with significant disabilities.
