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Nota di contenuto

Cover; Contents; Foreword; Preface; Acknowledgments; About the Authors; Chapter 1 - Getting Organized; Student Information; Supplies and Materials; Your Desk and Surrounding Area; Forms and Schedules; Room Arrangement; Chapter 2 - Organizing Students; Adequate Storage; Teaching Time-Savers; Student Desk Organization; Mailboxes; Routines and Rules; Classroom Buddies; Chapter 3 - Classroom and Behavior Management; Whole-Class Management; Considerations for Students with Special Education Needs; Managing Small Groups; Developing Appropriate and Easily Implemented Behavior Programs Developing and Monitoring Behavior Intervention PlansIncentive Programs; Negative Consequences; When You Must Discipline; Chapter 4 - Special Education Instructional Planning; The IEP and Planning; Grouping Students; Finding Appropriate Materials; Independent Work; The IEP and Assistive Technology; Using Assistive Technology as a Learning Support; Chapter 5 - General Education Instructional Planning; Coordinating Efforts with the General Education Teacher and Support Staff; Planning for Academic and Behavioral Success; Coteaching and Coplanning; Adapting Lessons

Accessing the General Education CurriculumTransition Times; Special Education Instructional Planning; Your Involvement in the General Education Classroom; Chapter 6 - Record Keeping and Information Management; Creating a System; Finding Time to Complete Paperwork; IEPs and Progress Reports; Report Cards and Grading; Chapter 7 - Legal Issues; IDEA Reauthorization; Functional Behavior Assessment (FBA); Behavior Intervention Plan (BIP); Manifestation Determination; Student and Parent Rights; Suspensions; Chapter 8 - Working with Families; Before You Contact Families

Establishing a Positive RelationshipOngoing Communication; IEP Meetings; Parent Conferences; Documentation; Assistance from School Support Staff; Chapter 9 - Working with Support Staff; The IEP and Support Staff Involvement; Support from the Special Education Administrative Staff; Support from the School Psychologist; Support from the School Social Worker; Support from the Speech and Language Pathologist; Other Support Staff; Chapter 10 - Working with Teacher Assistants; Making a Schedule; Communication; Presenting a United Front; Assigning Responsibilities; Discussing Concerns

Chapter 11 - Working with AdministrationUnderstanding Your Principal's View of Special Education in Your School; Communicating with Your Principal; Principal Observations and Evaluations; Professional Development; What is a Professional Learning Community?; Chapter 12 - Working within Your School Community; Becoming Part of the Team; Teacher Buddies and Mentors; To Socialize or Not to Socialize; The Teachers' Room; Ask for Help, Offer to Help; Other Supports for New Teachers; Suggested Readings; References; Index

Sommario/riassunto

This practical guide gives teachers simple strategies for organizing their classrooms and pacing their day to ensure that learners with special needs experience success.