

Practicum observation reflection -special education

3 pages | 593 words

This lesson is about teaching winter to students with severe special needs. We talk about winter all the time with our students, especially when it snows or is very windy or very cold outside. I think winter is a common topic in our daily conversation, often used to break the ice with co-workers, classmates or even strangers. What's more, it's important to understand what weather reporters or other people are talking about when you need to decide what to wear. Therefore, I assumed that incorporating a winter lesson into a class for students with special needs is a good idea. Weather is an interesting topic to

teach- I need to consider my students prior knowledge and their learning level, there are many simple, engaging and effective ways in which I can teach my special education students about the weather. A student misconception is the students will think snow comes from the clouds sweating. I designed this lesson to give a systemic introduction to winter. I focused on relating students' prior experience and knowledge from daily lives with the story- a snowy day with new vocabulary. In the following group activity, students experienced the winter by using their senses (sight, hearing, smell and touch).

Tailored to severe needs students, the explanation of the why winter comes and goes will be touched upon briefly but the students will not be expected to fully understand this concept. The teacher will be more concerned with the students understand of how winter affect us. One thing that I hope the students would get out of my lesson is: with prompting and support, make connections between a story or poem and one's own experiences. Students can learn winter vocabulary (New words: Snowsuit, footprints, stick, plop, angel, slid, snowball, thought, melted), and to know about a weather-snow experience.

I feel the activity "make your footprints" was successful because all of the students were engaged and participating. Students enjoyed working with the sponges and creating their own footprints. Since there was a minimal amount of information involved during this activity, students were able to grasp it more. The biggest challenge is how to make the teaching more effective to students with more difficult behaviors. Since Autism is a spectrum disorder, which means that there is a wide degree of variation in the way it affects the students.

Their communication level and learning patterns varies from each other as well. Some are always low motivated and some are quite sensitive (out of control). I was wondering how much information they have received and how much they have perceived? How to let these students also have the sense of participation? In some choice making sections, I don't know how long I should wait for their responses, or how many times I should repeat the question. There are several things that I would change if I taught this lesson again. I would like to make some accommodations for diverse learners.

For example: pictures for ESL students, differentiated center for different learning styles, give enough time for students to respond and safety/emergency concerns...

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**Institute of British Carriage and
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Globalisation, Cultural Diversity and Schooling Joseph Zajda, Suzanne Majhanovich, 2024-05-22 This book analyses dominant discourses of globalisation cultural diversity and schooling The collection in this volume advance further the discussions on the phenomenon of globalisation and its far reaching effects on our world and consider cultural diversity in its broadest sense as it manifests itself in a globalised world Zajda has argued that globalisation represents a synthesis of technology ideology and organisation specifically related to border crossings of people global finance and trade IT convergence as well as cross cultural communication The reality of cultural diversity has been brought into stronger focus because of globalisation Cultural diversity always present in society is more evident today because of globalisation The ways society copes with cultural diversity have changed such that the embrace of cultural diversity as part of identity is encouraged in liberal democracies Cultural diversity as presented in this volume is seen in a broad context and includes factors such as race ethnicity gender sexual orientations socio economic status culture age and physical ability as well as a variety of beliefs and values The book contributes in a very scholarly way to a more holistic understanding of the nexus between globalisation cultural diversity democracy and equality for all *Resources in Education* ,2001 *Concise Encyclopedia of Special Education* Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-03-25 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice Featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of biographies and more this complete desk reference is an indispensable guide for professionals academics and students alike Named an American Library Association Top 25 Reference of the Year in its First Edition The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children Written and edited by highly regarded and respected experts in the fields of special education and psychology this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology neuropsychology medicine health care social work and law Additionally this acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves What's new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act IDEA and the Americans with Disabilities Act Cultural competence in Special Education including new material on culturally linguistically diverse students Many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the Internet in research and service delivery Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education

parent and student rights Traumatic brain injury *Developing and Presenting a Professional Portfolio in Early Childhood Education* Nancy W. Wiltz, 2008 It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create compile them in a professional manner in a binder for presentation upon graduation to obtain employment As portfolios are sometimes started in Intro to ECE and compiled throughout the program or introduced in a Curriculum course or in a Student Teaching or capstone course there are several points of entry for this supplement Wiltz instructs the student what items to collect for the portfolio how to compile construct label it and then how to talk about it present it

The Bradford Papers Annual ,1987 *Technological Applications in Adult and Vocational Education Advancement* Wang, Viktor, 2012-09-30 While adult and vocational education may be viewed as separate the training and development in education and the workplace is essential to keeping up with the current pace of technologies and information As technologies individuals and the workplace continue to advance adult learning continues to be a forefront to keep up with this constant change of pace Technological Applications in Adult and Vocational Education Advancement aims to advance the understanding practice and research within career and technical education This book provides a global view on the education technologies for adult learning from leading scholars theorists and practitioners by sharing insight on innovative pedagogies and inspirational thoughts on the fields of adult education technology and care and technical education **Reflections on Education in East Africa** Sorobea Nyachio Bogonko, 1992 **Honoring Each Learner** Keely Keller, 2025-04-16 Author Keely Keller presents a five step process inspired by high impact special education practices to empower teachers to individualize learning for every student By assessing strengths addressing challenges and creating Unique Learning Plans educators can take actionable steps to personalize instruction foster equity and ensure that all students thrive in inclusive classrooms tailored to their unique needs K 12 teachers can use this book to Develop deeper awareness of students unique learning strengths and challenges Design and implement learning plans that address individual students goals and needs Empower students with learning strategies that capitalize on their unique gifts Encourage and enhance students progress adapting plans to meet new targets of growth Foster an equitable learning environment where all students are actively supported Contents Introduction Chapter 1 Special Education Method 1 Gather Unique Information About the Learner Chapter 2 Special Education Method 2 Analyze Data for Patterns Outliers and Key Insights Chapter 3 Special Education Method 3 Plan for the Unique Learner Chapter 4 Special Education Method 4 Implement Individualization With Intention and Fidelity Chapter 5 Special Education Method 5 Monitor and Adjust the Unique Learning Plan Conclusion Appendix High Leverage Practices References Index *Papers Read Before the Institute of British Carriage Manufacturers, 1883-1901* Institute of British Carriage and Automobile Manufacturers, 1902 **Unesco List of Documents and Publications** Unesco, 1981 [Exceptional Child Education Resources](#) ,2002 **Reflective Practice for Renewing Schools** Jennifer York-Barr, William A. Sommers, Gail S. Ghere, Jo Montie, 2016-05-20 Renew your teaching and your passion with this updated

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Reflections and Connections Ann M. Marek, Carole Edelsky, 1999 Teachers researchers and theoreticians whose work has been influenced by Kenneth Goodman contribute articles to this book There is a common theme in the linkages to Goodman s foundational work in understanding language learning and teaching

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