

Individual Integrated learning- students with exceptional needs

Student A does not have a designated I.E.P. However this student has some particular weaknesses in the classroom that I feel needs some attention. These needs include some learning challenges, behavioural concerns in the classroom and some social-emotional areas.

This student is lacking the desire to be a part of the classroom. I say this because this particular student does not like to contribute at all in the classroom whether it's with reading, asking questions, answering questions, helping out with task, anything to do with physical activity etc. Student A seems like every day is such a drag to come to school. Doesn't want to be there, doesn't want to learn, and in turn, this attitude and behaviour is showing in the student's work.

I believe this student is smart and has all kinds of potential to be a shining student. However, there is no ambition. The willingness to learn is gone. This can be for a number of reasons.... not excited, troubles at home, finds school difficult.

Slow students have the same potential as bright students, but they probably differ in what they know, in their motivation, in their persistence in the face of academic setbacks, and in their self-image as students. I fully believe that these students can catch up, but it must be acknowledged that they are far behind, and that catching up will take enormous effort.

How can I help? To help slow learners catch up, we must first be sure they believe that they can improve, and next we must try to persuade them that it will be worth it.....

### **Praise Effort, Not Ability**

This principle should be obvious from the research I've described. You want to encourage your students to think of their intelligence as under their control, and especially that they can develop their intelligence through hard work. Therefore, you should praise *processes* rather than ability. In addition to praising effort (if appropriate), you might praise a student for persistence in the face of challenges, or for taking responsibility for her work. Avoid insincere praise, however. Dishonest praise is actually destructive. If you tell a student, "Wow, you really worked hard on this project!" when the student knows good and well that she didn't, you lose credibility.

### **Tell Them That Hard Work Pays Off**

Praising process rather than ability sends the unspoken message that intelligence is under the student's control. There is no reason not to make that message explicit as well, especially as children approach upper elementary school. Tell your students how hard famous scientists, inventors, authors, and other "geniuses" must work in order to be so smart; but even more important, make that lesson apply to the work your students do. If some students in your school brag about not studying, explode that myth; tell them that most students who do well in school work quite hard.

### **Treat failure as a natural part of learning**

Fear of failure can be a significant obstacle to tackling this sort of challenging work, but failure should not be a big deal.

When a reluctant learner does not respond, I ask myself (or the kid), what can I do differently? That often seems to do the trick. It is important for educators to believe that all kids can learn- as many have said, they learn in different ways...

I think it's important for students to see the connection with what they're learning and the real world. For example, in a math class, show how math is used in different careers and in interesting ways.

What is the MOST important thing for our kids and future? Motivated, caring, community centered schools that are focused on KIDS, and NOT test SCORES.

In finding out what works I look to Piaget and Maslow. Piaget for what is developmentally appropriate and Maslow for where learning fits into this student's hierarchy of needs. Motivation comes when students are given materials that they can relate to and have the rigor and relevance needed. The stifling thing about tests is the presumption that all students must learn the same things, at the same time.

school. I think also that we need to be able to make education more fluid not based solely on standards. Want kids to be motivated? Let them have a voice in what they learn and how they learn it. Just throwing tech at them is not going to inspire motivation. Kids want their questions answered and to be challenges in unique ways. Our factory education system cannot provide this type of learning environment.

*I understand that*

Students will not be motivated to learn unless they are raised in a home that VALUES education and gives that student the support they need to be able to learn: healthy meals, adequate sleep. homework help, parent involvement.

Unconditional

What I can do in my next practicum

When thinking about helping student A's academic and social achievement, it may be smart to set interim goals that are achievable and concrete. These goals might include such strategies as devoting a fixed time every day to homework, reading a weekly news magazine, or watching one educational DVD

on science each week. Needless to say, enlisting parents in such efforts, if possible, will be an enormous help.

\*\*\* I will show this student that I have confidence in her.

I can set high standards and let her know that I believe she can reach those standards.

Slow learners are very sensitive and self-conscious as they are very well aware of their weakness in comparison with the fast learners. So the first responsibility of the teacher is to build up confidence among these learners and make them believe that they are no less than others. Encouraging words and phrases may bring about a positive impact on the slow learners and will boost them to perform better.

Inside the classroom I will never make the slow learner feel neglected or unwanted as it might create a feeling of inferiority among these learners which might lay an effect on their grades. I will do my best to pay equal attention to these learners and may make them sit in the first row if possible.

Special programs with the help of the audio-visual aids, graphics, displays, reference books, online material and worksheets must be created for these slow learners and also cumulative records must be maintained by the teachers in order to keep a track of the learner's progress.

One of the first things I would do would be to build up his self-confidence as a learner. Be very positive in everything you do so that he can see it is possible for her to learn. Break everything down into very small steps so that she can experience success as she works with you. Once she feels good about herself as a learner then it makes it easier to make learning breakthroughs.

Here are some things I can try:

- \* rewording questions
- \* explaining directions
- \* have the student explain directions
- \* break the assignment into smaller parts
- \* try a different learning style

## PART 2

Learning disabilities

Learning objectives

Example.