

**Title of Session:** Special Education Forum - Technology in the SPED Classroom

**Moderator:** Paul Bohac

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Room: Special Education Forum Group

**BJB2:** well, let's get started....

**BJB2:** we usually start Tapped In discussions with introductions. Please tell me where you are located, what you teach or hope to teach, and what brings you to the SPED discussion.

**BJB2:** . o O ( I don't want much, do I?! )

**BJB2:** I teach in a juvenile correctional facility where 80% of the residents are special ed.

**RickLM:** I am a student teacher in Houston, Texas. I am hoping to teach Special Ed. or fourth grade. I am interested in finding about technology use in Special Ed.

**DavidWe:** But, I'm David Weksler, a HelpDesk volunteer and a discussion leader for math education and technology (tomorrow at 7:30pm)

**BJB2:** what interests you about special ed, Rick?

**RickLM:** I have been working in low-income and high risk schools where a lot of the students are learning disabled.

**BJB2:** nods. Good for you!

**AlexesR:** hi my name is Alexes I am a student teacher at Neff Elementary School

**BJB2:** my personal feeling is that ALL teachers should have some training in SPED

**BJB2:** because if you don't help these kids when they're in the primary grades, they 'fall through the cracks' and I get them

**AlexesR:** I agree because as an educator you will have special education children in your classroom at some time

**BJB2:** nods to Alexes.

**RickLM:** I plan to use what I have learned in Special Education in the general Ed. classroom. I would say 85% of the students I have been working with need the extra help.

**AlexesR:** As an educator I feel it is my responsibility to reach all my students

**BJB2:** so, any suggestions for Rick, Alexes?

**BJB2:** Rick, define "technology"

**AlexesR:** I believe that computers can be and should be taught to all students. Students with disabilities have a greater need for technology than the average student

**BJB2:** Alexes, are computers the only form of technology you can use with your elementary students?

**RickLM:** I am student teaching in the resource room and inclusion classrooms. I have not seen any use of technology (other than computers for the internet) and would like to get an idea of what is being used in other classrooms.

**AlexesR:** No, there are digital cameras, overhead projectors, printers, video cameras, etc...

**BJB2:** you are fortunate that you have computers for the internet in your classroom, Rick! Computers can be used in many other ways too.

**BJB2** nods to Alexes. Digital cameras are wonderful for our children

**BJB2:** what about digital storytelling, Rick?

**AlexesR:** Rick how about introducing your students to digital cameras and then teach them how to download their pictures and make a powerpoint presentation using their pictures

**AlexesR:** digital storytelling is also very good

**RickLM:** good idea. I guess I was also hoping for real life examples of technology used in the resource room from Special Education teachers.

**BJB2:** I have my kids use word art to make posters

**BJB2** . o O ( or 'all about whatever' )

**BJB2:** clip art or some of the image software programs are good for this also

**BJB2** . o O ( kidpix )

**BJB2:** sped kids are often very poor writers...and using the word processor can help...

**BJB2:** spell check, editing, cutting and pasting

**BJB2:** keep a journal

**BJB2:** make a digital portfolio

**RickLM:** true, I have used this with some of the students.

**AlexesR:** all excellent tools like I said especially for spec kids

**BJB2:** another tool I've recently been exploring if you have access to the internet is a wiki

**BJB2:** wiki's are collaborative writing sites...

**AlexesR:** a what?

**BJB2:** where all members of the site can edit and add

**BJB2:** I just put a wiki in the storytelling group room...let me get you the url

**PaulDB** joined the room.

**BJB2** cheers wildly. Hi, Paul!

**BJB2:** <http://tappedin.wikispaces.com/>

**PaulDB:** Hello folks, I am sorry to be late.

**BJB2:** that is the url for the wiki. I started a story and the members of the wiki are adding to it

**BJB2:** hope everything is ok, Paul?

**BJB2:** the big advantage to wikis is the peer editing and authentic audience

**PaulDB:** Well, at least I was able to sign on so I guess that means something has finally gone my way!

**BJB2:** tough day?

**PaulDB:** My computer crashed a couple of weeks ago and I did not realize how much information I had lost.

**BJB2:** Alexes and Rick are both preservice teachers. We're discussing various ways to use technology in the SPED classroom

**BJB2** gives Paul her condolences on the computer

**PaulDB:** Are we looking at simple or complex technology?

**BJB2:** pretty simple. Elementary ed

**PaulDB:** I have found a neat little device for use with kids who have trouble spelling. It is a Franklin Homework Wiz Plus.

**BJB2:** we've already discussed digital cameras, ppt, digital stories, kidpix, word processing, etc.

**BJB2:** Franklin has some cool stuff...salty though

**AlexesR:** I have a resource student in my third grade regular classroom. She is a sweet girl but I feel that she is not getting the education she deserves. She spends her morning from 8am to 10am sitting there watching the others do the work. She does not participate and the teacher don't encourage her to participate

**PaulDB:** What is keeping her from becoming involved?

**PaulDB:** Does she lack social skills or is she not able to do the work?

**RickLM:** How does the Franklin Homework wiz plus work?

**AlexesR:** At 10am she goes to her resource class until noon. Then she goes to lunch and then back to our classroom until 2pm when she has another class. The girl only gets 2 45 minute classes a day and the rest of the day she vegges

**AlexesR:** She is able to participate. Today I taught reading and I included her in the game we were playing she did great. Although when it came to the independent worksheet she refused to even try

**PaulDB:** It is a small palm-sized device with a key board and a series of buttons along the top. The action is identified by the buttons.

**PaulDB:** I suspect she does not try because she has been taught that she is not able to do the work.

**PaulDB:** What kind of assistance do you have in the classroom?

**AlexesR:** I wonder how common this is

**PaulDB:** Is there a para or aide of some sort?

**BJB2:** <http://www.franklin.com/estore/dictionary/HW-216/> (Franklin homework wiz)

**AlexesR:** we do not have an aid or anything for this girl

**RickLM:** thanks

**PaulDB:** When you got her involved, what did that require from you?

**PaulDB:** Did you specifically ask her questions?

**PaulDB:** Did you ask her for her opinion or view point, or did you ask her to perform some task?

**AlexesR:** When we all went to the reading center I just asked her to come join us and she did then when we started playing the game I looked for something I was pretty sure she knew and that was what I used for her question

**PaulDB:** Excellent!!

**AlexesR:** I will be teaching reading for the next 7 weeks and I felt if I could build up her self confidence maybe later I could give her some of the harder questions but for now I want to build up her confidence

**PaulDB:** If you can continue the same approach (giving her something to do that you think she is capable of doing) then you will be helping her develop a sense of accomplishment.

**PaulDB:** Confidence comes from accomplishment.

**AlexesR:** yes

**PaulDB:** Each time you ask her to do something and she succeeds, make sure you recognize her success, but do it quietly. You do not want to make her self-conscious.

**PaulDB:** I would also suggest that you make a plan that increases the number of times you call on her. Maybe once a day for a couple of days, then twice a day for a couple of days and so on. Target a number that you think is possible within the context of your class session and with the student population with whom you work.

**AlexesR:** ok

**PaulDB:** Additionally, although I do not know anything about your work situation, I would suggest that you try and find some time to work with her during "independent work periods".

**PaulDB:** If she begins to feel as though you believe in her, she might be more willing to try if you are there to provide support during such times.

**AlexesR:** I do not think that will be possible as that is when she is in her resource class

**BJB2** wonders if the child has an IEP

**BJB2:** Alexes, have you collaborated with the special ed teacher?

**PaulDB:** Then by all means, start a discussion with the resource teacher about what is happening when the child is with you in class. Maybe the two of you could find a way to work cooperatively on behalf of the girl.

**AlexesR:** I believe she does have an IEP but I have not contacted the special ed teacher yet as this is just my 2nd week in this classroom

**RickLM:** Has anybody looked at this site for technology use in the special education classroom? <http://www2.edc.org/NCIP/library/toc.htm>

**PaulDB:** If there is an IEP it seems likely that either it is not being followed or it is not adequately developed.

**BJB2:** thanks, Rick

**PaulDB:** Rick, I have not been to that site.

**PaulDB:** What kind of resources do you have in your classroom?

**PaulDB:** Do you have computers Rick or pocket calculators or cassette tape machines??

**PaulDB:** Do you have access to a Language Master, Rick?

**RickLM:** We only have computers for the kids to use some simple software tools for math and language arts and the internet.

**RickLM:** Not sure what that is?

**BJB2:** Rick, This site was last updated in September 1998.

**PaulDB:** BJ has a number of web sites she can provide.

**RickLM:** okay

**BJB2:** most are in the featured items in this room, Paul. I did show them that.

**BJB2:** whew! Our hour is almost up!

**BJB2:** Thanks, Paul. I'm glad you were able to log in

**AlexesR:** ok thank-you

**PaulDB:** I am truly sorry for being late and will do my best not to let that happen again!!!

**BJB2:** The next SPED discussion is November 20

**PaulDB:** Thanks BJ.

**BJB2:** I'll send you my copy of the transcript.

**PaulDB:** It is on my calendar!!

**BJB2** hugs. Take care.

**PaulDB:** You too!!