

## Reflective questions

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### Knowledge of the student... slide 10

How well do I know the individual students in my class?

How do I know? What processes did I use to get this information?

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### Thinking about a specific student in my class with special education needs... slide 13

Is there an assessment/tool/framework from the brainstorm list that is not appropriate?

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### How could I use an assessment/tool/framework differently?

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**Looking at the curriculum content you are planning to deliver consider...**

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What can the child do independently?	What can the child do with peer/student support?	What can the child do with extra support or changes to the programme?	What would that support or changes look like?

**Think of another area of curriculum content for the same child consider...**

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What can the child do independently?	What can the child do with peer/student support?	What can the child do with extra support or changes to the programme?	What would that support or changes look like?

**Do you have to make the same changes?**

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# Implementing into practice

		Supports	
		Supports available to any student within general education	Supports that are extended, modified or individualised
Programme	Education programme available to any student in general	<b>A</b> No accommodations required	<b>B</b> Support accommodations required
	Educational programme that is extended, modified or individualised	<b>C</b> Programme accommodations required	<b>D</b> Programme & support accommodations required

*Giangreco, M.F (2011)*

**Next steps... slide 26**

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**How can I capture success in differentiating and adapting the classroom curriculum and school environment?**

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**How can I share my success with my colleagues in either my school or community?**

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**How can I help review our approach to school and classroom curriculum task design so that it is more inclusive from the outset?**

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**Where can I go for more information?**

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## Links:

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IEPOnline:

<http://seonline.tki.org.nz/IEP>

Assessment for Learning:

<http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-principle>

Frameworks to expand and enhance Level One of the New Zealand Curriculum:

<http://assessment.tki.org.nz/Assessment-tools-resources/Assessment-tools-for-Learners-with-Special-Education-Needs/Level-One-Frameworks>

Narrative Assessment:

<http://www.throughdifferenteyes.org.nz/home2>

## References:

Giangreco, M.F.(2007). Extending Inclusive Opportunities. *Educational Leadership*. 64, 5, pp 34-37.

Giangreco, M. F. (2011). Educating students with severe disabilities: Foundational concepts and practices. In M.E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (7th ed., pp. 1-30). Upper Saddle River, NJ: Pearson Education/Prentice-Hall.