

PREPARING STUDENTS WITH EMOTIONAL/BEHAVIORAL DISORDERS FOR THE GENERAL EDUCATION CLASSROOM

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A CHECKLIST TO CONSIDER PRIOR TO REQUESTING AN IEP TO REVIEW THE
APPROPRIATENESS OF INTEGRATION BACK INTO A GENERAL EDUCATION CLASS:

1. Have I considered the achievement level of the student in each area and the level of assignments required by the general education teacher?
2. Have I considered the social and emotional level of the student and how that level compares with the level of the other students in the classroom?
3. Have I met with the parent to discuss the possibility of integration back into the general education classroom?
4. Have I met with the student to assess his or her readiness for integration?
5. Have I assessed the capacity of the supports that are available to the general education teacher to work with this student?
6. Have I assessed the learning environment of the classroom by observing within the general education classroom?
7. Have I invited the classroom teacher into my classroom to observe?
8. Does the student have peers within the general education classroom with whom he or she has a positive relationship?
9. Am I preparing the student systematically for integration into the general education classroom?
 - a. Am I preparing the student for lecture times?
 - b. Am I preparing the student for increased independent times?
 - c. Am I preparing the student for homework?
 - d. Am I preparing the student for increased distractions?
 - e. Am I preparing the student to monitor his own behavior?
 - f. Do I know the behaviors that the classroom likes so I can teach the student those teacher-pleaser behaviors

- g. Do I know the specific accommodations and/or modifications that the classroom teacher will need to make for the student to be successful? Are those accommodations reasonable?
 - h. Do I know the additional supports that the student will require in order to be successful in the general education environment?
10. Do I know any obstacles to the student's success in the classroom and any of the hidden curriculum that may cause problems for the student?

IEP TEAM CONSIDERATIONS

1. What are the present levels of academic achievement and functional performance?
2. What are the goals for the students and can any of those goals be met within the general education classroom?
3. What are the supports that will be needed for the classroom teacher? What is the training needed for the classroom teacher?
4. What is the specialized instruction that the student needs and how will that instruction be provided by the special education teacher?
5. Will the student require accommodations and/or modifications within the classroom and are the accommodations reasonable ones for the teacher to make. If modifications are required, who will assist the teacher?
6. What is the behavioral intervention plan of the child and how will the classroom teacher implement that plan?
7. What are the related services that the student will need?
8. Will the student require a paraprofessional and what specific purpose will the paraprofessional serve and who will supervise the paraprofessional?
9. What specific assessment accommodations are needed?
10. Where can the student's needs be most appropriately met—utilizing the four prong test of LRE?