FOUNDATIONS OF SPECIAL EDUCATION

PARAPROFESSIONAL

HANDBOUTS

ROLES & RESPONSIBILITIES

SECTION A
TASKS PERFORMED BY TEACHERS

PLANNING & IMPLEMENTING INSTRUCTION

ASSESSMENT

SETTING GOALS & OBJECTIVES

DAILY LESSON PLANS

INSTRUCTIONAL MATERIAL

COLLABORATION

INSTRUCTIONAL MODIFICATIONS

BEHAVIORAL MANAGEMENT

ALLOCATION OF RESOURCES

MONEY

MATERIALS

PARAPROFESSIONALS

VOLUNTEERS
OVERHEAD/HANDOUT A1.1

TASKS PERFORMED BY THE PRINCIPAL

PROVIDING INSTRUCTIONAL LEADERSHIP

ALLOCATING RESOURCES/BUDGET

ENCOURAGING COLLABORATION AMONG STAFF

IDENTIFYING AREAS FOR SCHOOL IMPROVEMENT

HELPING TO ESTABLISH SCHOOLWIDE GOALS

COLLABORATING WITH PARENTS

PUBLIC RELATIONS

MANAGING STUDENT BEHAVIOR

OTHER ADMINISTRATIVE TASKS
OVERHEAD/HANDOUT A1.2

TASKS PERFORMED BY PARAPROFESSIONALS

ASSISTING IN THE DETERMINATION OF STUDENT PROGRESS
THROUGH
ASSESSMENT AND DATA COLLECTION

COLLABORATING WITH OTHER INSTRUCTIONAL TEAM
MEMBERS

PARTICIPATING IN IEP MEETINGS

IMPLEMENTING CURRICULAR MODIFICATIONS

REMEDIATING ACADEMICS AND SOCIAL BEHAVIOR

REVIEWING LESSONS

USING ADAPTIVE EQUIPMENT
# THE TEACHER AND PARAPROFESSIONAL TEAM

## WHOSE RESPONSIBILITY

<table>
<thead>
<tr>
<th>TASK</th>
<th>TEACHER</th>
<th>PARAPROFESSIONAL</th>
<th>SHARED</th>
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</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assessing function levels of individual students</td>
<td></td>
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<tr>
<td>2. Assessing learning problems</td>
<td></td>
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<tr>
<td>3. Assessing value of instructional materials</td>
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<tr>
<td><strong>PLANNING</strong></td>
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<tr>
<td>4. Selecting conditions and criteria for instructional objectives</td>
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<tr>
<td>5. Writing instructional objectives</td>
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<tr>
<td>6. Planning behavior management strategies for the class and individual students</td>
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<tr>
<td>7. Planning daily lessons</td>
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<tr>
<td>8. Planning bulletin boards</td>
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<td></td>
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<tr>
<td>9. Arranging field trips</td>
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<tr>
<td><strong>INSTRUCTION</strong></td>
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<td></td>
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<tr>
<td>10. Implementing behavior management strategies and techniques</td>
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<tr>
<td>11. Working with entire class</td>
<td></td>
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<tr>
<td>12. Reviewing lessons</td>
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<td></td>
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<tr>
<td>13. Tutoring individual students</td>
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<tr>
<td>14. Demonstrating materials or methods</td>
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<tr>
<td>15. Using adaptive equipment</td>
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</tbody>
</table>
THE TEACHER AND PARAPROFESSIONAL TEAM

WHOSE RESPONSIBILITY

<table>
<thead>
<tr>
<th>TASK</th>
<th>TEACHER</th>
<th>PARAPROFESSIONAL</th>
<th>SHARED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVALUATION</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16. Assessing effectiveness of individuals lessons or teaching strategies</td>
<td></td>
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<tr>
<td>17. Observing and recording data</td>
<td></td>
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<tr>
<td>18. Providing information of the IEP process</td>
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<tr>
<td>19. Referring a student for formal assessment, counseling, or another related service</td>
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<tr>
<td><strong>CLASSROOM MANAGEMENT</strong></td>
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</tr>
<tr>
<td>20. Setting classroom rules and structure</td>
<td></td>
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<tr>
<td>21. Working with entire class</td>
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<td></td>
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</tr>
<tr>
<td>22. Taking inventory and maintaining supplies and records</td>
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<tr>
<td>23. Approving the use of, or discarding, instructional materials</td>
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<tr>
<td><strong>PUBLIC RELATIONS</strong></td>
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<tr>
<td>24. Reporting to parents on their child’s progress</td>
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<tr>
<td>25. Participating in IEP meetings</td>
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</tbody>
</table>

Adapted from Oklahoma’s Paraprofessional Manual
Paraprofessionals are members of a team providing education and/or related services to students and their families. Paraprofessionals work under the supervision of licensed staff who are ultimately responsible for the design, implementation, and evaluation of instructional programs.
OVERHEAD/HANDOUT A4

LEGAL, ETHICAL, & PROFESSIONAL STANDARDS

CONFIDENTIALITY

DISTRICT POLICIES

REGULAR ATTENDANCE & WORK HOURS

DIRECTIONS BY TEACHERS & SUPERVISORS

CHAIN OF COMMAND

LOYALTY, DEPENDABILITY, INTEGRITY, & RESPECT FOR DIFFERENCES

WILLINGNESS TO LEARN
OVERHEAD/HANDOUT A5

SUGGESTIONS FROM ARKANSAS PARAPROFESSIONALS
FOR BECOMING SUCCESSFUL

1. In-service
2. Education
3. Equality/respect
4. Loyalty-dedicated to the teacher
5. Cooperation
6. Poise – be calm
7. Open communication with teacher/paraprofessionals/students
8. The ability to assume the role of a good follower and leader
9. The ability to be friendly, firm and flexible
10. More involvement with students and parents
11. More pay
12. More patience
13. Having a good attitude about your job
14. Keeping the teacher aware of what is going on
15. Have a “love” for children
16. Willingness to work
17. More materials to work with the children
18. Don’t correct child in form of other children
19. Be a good listener
20. Be able to talk to children, but do not baby-talk
21. Watch your tone of voice and facial expression when you discipline children
22. Be pleasant (try) at all times
23. Show the children you care
OVERHEAD/HANDOUT A6

TEN C’S OF TEAMWORK

Communication

Cooperation

Collaboration

Confrontation of problems

Compromise

Consensus

Coordination

Consistency

Caring

Commitment
PROFESSIONAL BARRIERS TO TEAMWORK

Specialized education preparation

Role ambiguity

Status differential

Authority and power structures

Leadership styles
ADDITIONAL RESOURCES
Welcome to Holland

When you’re going to have a baby, it’s like you’re planning a vacation to Italy. You’re all excited. You get a whole bunch of guidebooks, you learn a few phrases in Italian so you can get around, and then it comes time to pack your bags and head for the airport – for Italy.

Only when you land, the stewardess says, “Welcome to Holland.” You look at one another in disbelief and shock, saying, “Holland? What are you talking about? I signed up for Italy!”

But they explain there’s been a change of plans, and there you must stay. “But I don’t know anything about Holland! I don’t want to stay!”, you say.

But you do stay. You go out and buy some new guidebooks, you learn some new phrases and you meet people you never knew existed. The important thing is that you are not in Italy or some filthy, plague-infested slum full of pestilence and famine. You are simply in a different place than you had planned. It’s slower paced than Italy, but after you’ve been there a little while and have had a chance to catch your breath, you begin to discover Holland has windmills. Holland has tulips. Holland has Rembrandts.

But everyone else you know is busy coming and going from Italy. They’re all bragging about what a great time they had there and for the rest of your life you will say, “Yes, that’s what I had planned.” The pain of that will never, ever go away.

You have to accept that pain because the loss of that dream the loss of that plan, is a very significant loss. But if you spend your life mourning the fact that you didn’t get to Italy, you will never be free to enjoy the very special, the very lovely things about Holland.
CHECKLIST FOR YOU TO FIND

1) What are your special and regular duties?
2) What records are you responsible for keeping?
3) What special services are available to the classroom and the school in which you work?
4) What schedules are you responsible for following?
5) What emergency provisions apply to your situations?
6) When do pupils come? When do they leave?
7) Where and when will the pupils in your classroom play?
8) What are the most significant playground rules?
9) For what lunch time activities will you be responsible?
10) Where are the supplies kept and how are they obtained?
11) What equipment is available and how is it obtained?
12) What is the line of communication and authority you are to follow?
13) If you are responsible for working with more than one teacher, how is your time divided?
14) What pupil records are available to you?
15) To whom should you direct questions concerning school policy?
16) With whom should you discuss a problem concerning a relationship?
17) What should your response be when parents raise questions concerning their child’s functioning in the classroom?
18) What is expected of you in terms of pupil management?
19) What course should you follow if you feel you do not have enough to do?
20) How does your teacher view the teacher/paraprofessional relationship?

Adapted from Oklahoma’s paraprofessional manual
<table>
<thead>
<tr>
<th>The Paraprofessional May:</th>
<th>The Paraprofessional May Not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be left alone in the classroom for short periods of time when</td>
<td>1. Be used as a substitute for a certified teacher, unless district criteria is met.</td>
</tr>
<tr>
<td>the supervising teacher is away.</td>
<td>2. Teach independently new concepts and skills.</td>
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<tr>
<td></td>
<td>3. Be given primary responsibility for working with individual students.</td>
</tr>
<tr>
<td>2. Work without direct supervision with individuals or groups of</td>
<td>4. Be assigned to attend student staffing in lieu of the supervising teacher.</td>
</tr>
<tr>
<td>students.</td>
<td>5. Be given primary responsibility for including one or more students or used to teach regular curriculum to</td>
</tr>
<tr>
<td></td>
<td>students with disabilities.</td>
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<tr>
<td>3. Have specific instructional and management responsibilities for</td>
<td></td>
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<tr>
<td>the students.</td>
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<tr>
<td>4. Be involved in student staffing.</td>
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<tr>
<td>5. Be used to support the integration of students with disabilities</td>
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<td>into regular classes by supporting these students in regular</td>
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<tr>
<td>class assignments and given tests orally, etc.</td>
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</tr>
<tr>
<td>Supervising Teacher</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1. Takes responsibility for instruction of new concepts, skills, and each new classroom activity.</td>
<td>1. Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the supervising teacher.</td>
</tr>
<tr>
<td>2. Revises instructional programs.</td>
<td>2. Monitors student progress in instructional programs and relates findings to supervising teacher.</td>
</tr>
<tr>
<td>3. Designs and adapts instructional materials.</td>
<td>3. Helps develop instructional materials designed by the supervising teacher.</td>
</tr>
<tr>
<td>5. Communicates with parents.</td>
<td>5. Assists in maintaining records associated with the parent conferencing procedure, confirms conference dates, etc.</td>
</tr>
<tr>
<td>6. Responsibility for behavioral management.</td>
<td>6. Manages students during times when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom; plays supportive management roles when supervising teacher is present.</td>
</tr>
<tr>
<td>8. Directs and assists with activities meeting the physical needs of students such as feeding, toileting, dressing, and catheterization.</td>
<td>8. Demonstrates knowledge of curriculum content for classes in which he/she assists.</td>
</tr>
<tr>
<td>9. Develops and implements integration activities and strategies.</td>
<td>9. Assists with the physical needs of students-feeding, toileting, dressing, and catheterization.</td>
</tr>
<tr>
<td>10. Assists in the planning and implementation of transition services.</td>
<td>10. Assist with lunchroom, recess, and bus activities.</td>
</tr>
<tr>
<td>11. Coordinates and participates in team meetings and parent meetings.</td>
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</tbody>
</table>
The top 7 in-school problems identified by U.S. teachers in the 1940 vs. problems identified in a 1990 survey.

<table>
<thead>
<tr>
<th>1940</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn</td>
<td>Drug abuse</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>Alcohol abuse</td>
</tr>
<tr>
<td>Making noise</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>Running in halls</td>
<td>Suicide</td>
</tr>
<tr>
<td>Cutting in line</td>
<td>Rape</td>
</tr>
<tr>
<td>Dress code infraction</td>
<td>Robbery</td>
</tr>
<tr>
<td>Littering</td>
<td>Assault</td>
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</tbody>
</table>
SECTION 2

LEGAL REQUIREMENTS

PARTICIPANT HANDOUTS
Activity #2. **Inclusion**

Have participants divide into small groups (approximately 6 to a group) to brainstorm endings to the following statements:

**Inclusion of students with disabilities in regular school programs can be successful if**

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________.

**Inclusion of students with disabilities has the following benefits:**

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________.

Have each group report out.
Activity #3. **Questions Related to Inclusion**

Pose the following questions to be discussed within the small groups:

a. How did you feel while viewing the tape?
b. What did you learn from the documentary?
c. Are there any roadblocks to inclusion? If so, can you suggest any strategies to deal with those roadblocks?
d. What values are reflected in the tape?
e. After seeing the documentary, do you feel that "regular" kids are suffering when kids with disabilities are in their classes?
f. Do you feel that there are any advantages to "regular" students in having students with disabilities in their classrooms?
g. What message was the documentary trying to give?
OVERHEAD B1

SECTION 504 OF THE REHABILITATION ACT OF 1973

* DEFINES A PERSON WITH A DISABILITY

1. HAS A PHYSICAL OR MENTAL IMPAIRMENT WHICH SUBSTANTIALLY LIMITS ONE OR MORE MAJOR LIFE ACTIVITIES

2. HAS A RECORD OF SUCH AN IMPAIRMENT, OR

3. IS REGARDED AS HAVING SUCH AN IMPAIRMENT

THE REHABILITATION ACT DOES NOT IDENTIFY SPECIFIC CATEGORIES OF DISABILITIES

OVERHEAD B2
AMERICANS WITH DISABILITIES ACT (ADA)

IT IS DESIGNED TO REMOVE BARRIERS WHICH
PREVENT QUALIFIED INDIVIDUALS WITH DISABILITIES
FROM HAVING THE SAME EMPLOYMENT OPPORTUNITIES
AVAILABLE TO THEM AS PERSONS WITHOUT DISABILITIES

ADA DOES NOT:

* ESTABLISH QUOTAS
* GUARANTEE EQUAL RESULTS
* PROVIDE PREFERENTIAL TREATMENT
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

MAJOR COMPONENTS

* FREE AND APPROPRIATE PUBLIC EDUCATION
* COMPREHENSIVE, NONDISCRIMINATORY ASSESSMENT PRACTICES
* INDIVIDUALIZED EDUCATION PROGRAMS
* PARENT INVOLVEMENT
* LEAST RESTRICTIVE ENVIRONMENT
* TRANSITION
* PROCEDURAL SAFEGUARDS
* CATEGORIES OF DISABILITIES

OVERHEAD/HANDOUT B4
## Major Differences Between the IDEA and Section 504

<table>
<thead>
<tr>
<th>THE IDEA</th>
<th>SECTION 504</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is protected</strong></td>
<td>Listing 13 categories of qualifying conditions.</td>
</tr>
<tr>
<td><strong>Duty to Provide a Free Appropriate Education</strong></td>
<td>Both require the provision of a free appropriate public education to students covered under them, including individually designed instruction.</td>
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<tr>
<td></td>
<td>Requires the district to develop IEPs, &quot;Appropriate education&quot; means a program designed to provide &quot;educational benefit.&quot;</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>If a student is eligible under Additional funds are not</td>
</tr>
</tbody>
</table>
the IDEA, the district receives additional funding. provided. Section 504 provides protection from discrimination.

### Accessibility
Not specifically mentioned, although if modifications must be made in order to provide a free appropriate education to a student, the IDEA requires it.

Detailed regulations regarding building and program accessibility.

### Education
The regulations are very similar.

Consent is required before an initial evaluation is. Only notice, not consent, is required.

Provides for independent evaluations. Independent evaluations are not required.

Re-evaluations must be conducted at least every 3 years. Re-evaluation is required before a significant change in placement.

### Procedural Safeguards
Both requires notice to the parent or guardian with respect to identification, evaluation, and placement.

Requires written notice. Does not require written notice, but a district would be wise to provide it.

Requires minimum content of notices. No minimum content.

Written notice is required prior to any change in placement. Notice is required only before a "significant" change in placement.

### Due Process Hearings
Both require districts to provide impartial hearings for parents or guardians who disagree with the identification, evaluation, or placement of a student with disabilities.
RELATIONSHIP BETWEEN
SECTION 504 & IDEA

All Students Enrolled in Your School District
(General Population)

Section 504 Eligible Students

IDEA Eligible Students
ACTIVITY #4 INCLUSION: "REGULAR LIVES" OR AR INCLUSION: AN OVERVIEW@ VIDEOTAPE

* HOW DID YOU FEEL WHILE VIEWING THE TAPE?

* WHAT DID YOU LEARN FROM THE DOCUMENTARY?

* ARE THERE ANY ROADBLOCKS TO INCLUSION? ANY STRATEGIES TO DEAL WITH ROADBLOCKS?

* WHAT VALUES ARE REFLECTED IN THE TAPE?

* AFTER SEEING THE TAPE, DO YOU FEEL THAT "REGULAR" KIDS ARE SUFFERING WHEN KIDS WITH DISABILITIES ARE IN THEIR CLASSROOMS?

• WHAT MESSAGE WAS THE TAPE TRYING TO SEND?
K-12 PLACEMENT OPTIONS:

- Regular class with indirect services
- Regular class with some direct instruction with less than 21% of time out of classroom for special education
- Regular class with 21% to 60% of the instructional day in resource services
- Some or no instruction in regular class with a minimum of 60% of the instructional day in special education
- Some or no instruction in the regular class and school based day treatment
- No instruction in regular class with services provided in a special day school facility (greater than 50% of time at the facility)
- Services provided in a residential school
- Services provided in a hospital program
- Services provided through homebound instruction

EARLY CHILDHOOD PLACEMENT OPTIONS:

- Early childhood placement
- Combined early childhood and early childhood special education
- Early childhood special education
- Home
- In-patient hospital
- Residential
LEAST RESTRICTIVE ENVIRONMENT

"EACH PUBLIC AGENCY SHALL ENSURE THAT TO THE MAXIMUM EXTENT APPROPRIATE, CHILDREN WITH DISABILITIES, INCLUDING CHILDREN IN PUBLIC OR PRIVATE INSTITUTIONS OR OTHER CARE FACILITIES, ARE EDUCATED WITH CHILDREN WHO ARE NON-DISABLED; AND THAT SPECIAL CLASSES, SEPARATE SCHOOLING OR OTHER REMOVAL OF CHILDREN WITH DISABILITIES FROM THE REGULAR EDUCATIONAL ENVIRONMENT OCCURS ONLY IF THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY."

Special Education and Related Services: Procedural Requirements and Program Standards, Arkansas Department of Education 2000
1. CONTINUUM OF ALTERNATIVE PLACEMENTS

EACH PUBLIC AGENCY SHALL ENSURE THAT A CONTINUUM OF ALTERNATIVE PLACEMENTS IS AVAILABLE TO MEET THE NEEDS OF CHILDREN WITH DISABILITIES FOR SPECIAL EDUCATION AND RELATED SERVICES. THE CONTINUUM REQUIRED MUST INCLUDE THE ALTERNATIVE PLACEMENTS, WHICH INCLUDES INSTRUCTION IN REGULAR CLASSES, SPECIAL CLASSES, HOME INSTRUCTION AND INSTRUCTION IN HOSPITALS AND INSTITUTIONS, AND MAKE PROVISION FOR SUPPLEMENTARY SERVICES (SUCH AS RESOURCE ROOM OR ITINERANT INSTRUCTION) TO BE PROVIDED IN CONJUNCTION WITH REGULAR CLASS PLACEMENT.

Special Education and Related Services: Procedural Requirements and Program Standards, Arkansas Department of Education, 2000
2. PLACEMENTS

IN DETERMINING THE EDUCATIONAL PLACEMENT OF A CHILD WITH A DISABILITY, INCLUDING A PRESCHOOL CHILD WITH A DISABILITY, EACH PUBLIC AGENCY SHALL ENSURE THAT THE PLACEMENT DECISION IS MADE BY A GROUP OF PERSONS, INCLUDING THE PARENTS, AND OTHER PERSONS KNOWLEDGEABLE ABOUT THE CHILD, THE MEANING OF THE EVALUATION DATA, AND THE PLACEMENT OPTIONS; AND IS MADE IN CONFORMITY WITH THE LRE PROVISIONS. THE CHILD'S PLACEMENT IS DETERMINED AT LEAST ANNUALLY; IS BASED ON THE CHILD'S IEP; AND IS AS CLOSE AS POSSIBLE TO THE CHILD'S HOME. UNLESS THE IEP OF A CHILD WITH A DISABILITY REQUIRES SOME OTHER ARRANGEMENT, THE CHILD IS EDUCATED IN THE SCHOOL THAT HE OR SHE WOULD ATTEND IF NONDISABLED. IN SELECTING THE LRE, CONSIDERATION IS GIVEN TO ANY POTENTIAL HARMFUL EFFECT ON THE CHILD OR ON THE QUALITY OF SERVICES THAT HE OR SHE NEEDS; AND A CHILD WITH A DISABILITY IS NOT REMOVED FROM EDUCATION IN AGE-APPROPRIATE GENERAL EDUCATION CLASSROOMS SOLELY BECAUSE OF NEEDED MODIFICATIONS IN THE GENERAL CURRICULUM.

Special Education and Related Services: Procedural Requirements and Program Standards, Arkansas Department of Education, 2000
3. NONACADEMIC SETTINGS
IN PROVIDING OR ARRANGING FOR THE PROVISION OF
NONACADEMIC AND EXTRA-CURRICULAR SERVICES AND
ACTIVITIES, INCLUDING MEALS, RECESS PERIODS,
COUNSELING SERVICES, ATHLETICS, TRANSPORTATION,
HEALTH SERVICES, RECREATIONAL ACTIVITIES, SPECIAL
INTEREST GROUPS OR CLUBS SPONSORED BY THE PUBLIC
AGENCY, REFERRALS TO AGENCIES THAT PROVIDE
ASSISTANCE TO INDIVIDUALS WITH DISABILITIES, AND
EMPLOYMENT OF STUDENTS, INCLUDING BOTH
EMPLOYMENT BY THE PUBLIC AGENCY AND ASSISTANCE
IN MAKING OUTSIDE EMPLOYMENT AVAILABLE, EACH
PUBLIC AGENCY SHALL ENSURE THAT EACH CHILD WITH
A DISABILITY PARTICIPATES WITH NON-DISABLED
CHILDREN IN THOSE SERVICES AND ACTIVITIES TO THE
MAXIMUM EXTENT APPROPRIATE TO THE NEEDS OF THAT
CHILD.

Referral, Placement and Appeal Procedures for Special Education and Related
Services. Arkansas DOE, 1993
4. TECHNICAL ASSISTANCE AND TRAINING

THE STATE EDUCATION AGENCY (SEA) SHALL CARRY OUT ACTIVITIES TO ENSURE THAT TEACHERS AND ADMINISTRATORS IN ALL PUBLIC AGENCIES ARE FULLY INFORMED ABOUT THEIR RESPONSIBILITIES FOR IMPLEMENTING THE PROCEDURES REGARDING LRE AND ARE PROVIDED WITH TECHNICAL ASSISTANCE TO ASSIST THEM IN THIS EFFORT.
CHILD IDENTIFICATION

* SCHOOL DISTRICTS ARE RESPONSIBLE FOR ENSURING THAT ALL CHILDREN WITH SPECIAL NEEDS, FROM BIRTH TO 21 YEARS OF AGE ARE IDENTIFIED AND EVALUATED.

* IN ARKANSAS, THE REFERRAL PROCESS INCLUDES TIME LINES.
Additional Resources
AUTISM

DEAFNESS

DEAF-BLIND

HEARING IMPAIRMENTS

MENTAL RETARDATION

MULTIPLE DISABILITIES

ORTHOPEDIC IMPAIRMENTS

OTHER HEALTH IMPAIRMENTS

EMOTIONAL DISTURBANCE

SPECIFIC LEARNING DISABILITIES

SPEECH AND LANGUAGE IMPAIRMENTS

TRAUMATIC BRAIN INJURY

VISUAL IMPAIRMENTS

NON-CATEGORICAL FOR 3 TO 5
Check the appropriate answer.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
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</thead>
<tbody>
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</tbody>
</table>

Parents have the right to full and free access to information collected and maintained on their child.

Parents have the right to challenge the accuracy or appropriate use of such information.

Parental consent must be obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies using the information.

Each agency shall maintain a current listing of the name and positions of those employees within the agency who may have access to personally identifiable information.

Agencies may charge a fee for copies if the fee does not prevent the parents from exercising their right to review records.

Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA), and Individuals With Disabilities Education Act (IDEA) are three laws which directly impact students with disabilities.

Once it is determined that a child has a disability and requires specialized instruction, an IEP is developed.

An IEP is a written individualized education plan based on a students unique needs.

Mental retardation, specific learning disability and speech/language impairment are three of the disabilities identified under IDEA.
SECTION C

INSTRUCTING STUDENTS WITH DISABILITIES

HANDOUTS
Cognitive development – The process of acquiring knowledge and information as a person interacts with the environment and culture. Cognitive development depends on growth inside the person.

Communication – Transmission of messages from one person to another through eye contact, posture, facial expressions, gestures, writing, and speech.

Developmental delay – An observed difference in a person’s actual growth and behavior and the typical growth and behavior expected of people of the same age.

Early childhood special education – Specialized service for children with disabilities, ages 3 through 5 years.

Early intervention – Program for infants and toddlers ages 0 to 3 years, who are disabled, or are at risk for developing disabilities.

Emotional development – Process in which the person acquires feelings about him/herself and other people.

Physical growth – Refers to an increase in size, height, weight, knowledge, and skills.

Human development – Refers to the study of a series of patterned and predictable changes that occur as a person grows and learns how to interact with the environment.

Language – Organized system of symbols people in various societies use to communicate with one another. These symbols may be spoken, written, or gestured. They are receptive and expressive.

Learning – Acquisition of knowledge and skills as children and youth interact with their environments, teachers, and caregivers.

Maturation – Growth of a person from within.

Normal/typical – Averages or standards against which the behavior or development of a person is compared.

Physical/motor development – Control of his/her body.

Social development – Beliefs, skills, values, behavior patterns, and other characteristics considered necessary for interacting with other humans in a particular society/culture.

Speech – Organized production of sounds to form words and word groups.
# DEVELOPMENTAL CHECKLIST FOR YOUNG CHILDREN
## BIRTH TO 5 YEARS

## USUAL ACTIVITIES DURING....

<table>
<thead>
<tr>
<th>1 MONTH</th>
<th>8 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Able to raise head from surface when lying on tummy</td>
<td>- Combines syllables</td>
</tr>
<tr>
<td>- Pays attention to someone’s face in his or her direct line of vision</td>
<td>- Takes two small objects</td>
</tr>
<tr>
<td>- Moves arms and legs</td>
<td>- Stands holding onto support</td>
</tr>
<tr>
<td>- Responds to noises such as a bell</td>
<td>- Says Mama, Dada</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 MONTHS</th>
<th>9 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Smiles and coos</td>
<td>- Waves bye-bye</td>
</tr>
<tr>
<td>- Says ooh and aah sounds</td>
<td>- Can get to sitting position</td>
</tr>
<tr>
<td>- Holds head up when lying on tummy</td>
<td>- Jabbers</td>
</tr>
<tr>
<td>- Can pull self up to stand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 MONTHS</th>
<th>10 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Able to hold head still when held in sitting position</td>
<td>- Bangs two cubes held in hands</td>
</tr>
<tr>
<td>- Babbles, laughs, squeals</td>
<td>- Picks things up with thumb and finger</td>
</tr>
<tr>
<td>- Brings hands together</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 MONTHS</th>
<th>11 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Grasps a rattle</td>
<td>- Plays pat-a-cake</td>
</tr>
<tr>
<td>- No head lag when pulled to sitting position</td>
<td>- Stands independently for two seconds</td>
</tr>
<tr>
<td>- Follows moving object</td>
<td>- Indicates wants</td>
</tr>
<tr>
<td>- Bears weight on legs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 MONTHS</th>
<th>12 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Holds object</td>
<td>- Plays ball with partner</td>
</tr>
<tr>
<td>- Stretches out arms to be picked up</td>
<td></td>
</tr>
<tr>
<td>- Looks at small objects</td>
<td></td>
</tr>
<tr>
<td>- Turns to a rattling sound</td>
<td></td>
</tr>
<tr>
<td>- Rolls over back to stomach</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 MONTHS</th>
<th>15 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Turns toward sounds or a voice</td>
<td>- Walks by self</td>
</tr>
<tr>
<td>- Reaches for objects out of his or her reach</td>
<td>- Scribbles on paper</td>
</tr>
<tr>
<td>- Imitates speech sounds</td>
<td>- Puts blocks in a cup</td>
</tr>
<tr>
<td>- Feeds self finger food (cracker, cookie)</td>
<td>- Stands alone</td>
</tr>
<tr>
<td></td>
<td>- Uses one to two words</td>
</tr>
<tr>
<td></td>
<td>- Imitates activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7 MONTHS</th>
<th>18 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can transfer object from one hand to the other</td>
<td>- Can build a tower with two blocks</td>
</tr>
<tr>
<td>- Can sit for a few minutes without support</td>
<td>- Can say three words</td>
</tr>
<tr>
<td>- Imitates speech sounds</td>
<td>- Drinks from cup held in both hands</td>
</tr>
<tr>
<td>- Looks for objects such as yarn</td>
<td>- Likes to help a parent</td>
</tr>
<tr>
<td></td>
<td>- Walks backward</td>
</tr>
<tr>
<td></td>
<td>- Runs</td>
</tr>
<tr>
<td><strong>2 YEARS</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- Points to six body parts</td>
<td></td>
</tr>
<tr>
<td>- Removes clothes</td>
<td></td>
</tr>
<tr>
<td>- Combines words</td>
<td></td>
</tr>
<tr>
<td>- Throws ball overhead</td>
<td></td>
</tr>
<tr>
<td>- Names one picture</td>
<td></td>
</tr>
<tr>
<td>- Walks up and down stairs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 YEARS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Washes and dries hands</td>
<td></td>
</tr>
<tr>
<td>- Names a friend</td>
<td></td>
</tr>
<tr>
<td>- Puts on clothing with assistance</td>
<td></td>
</tr>
<tr>
<td>- Knows the meaning of words like hot, run, talk, hungry, sleepy</td>
<td></td>
</tr>
<tr>
<td>- Brushes teeth with help</td>
<td></td>
</tr>
<tr>
<td>- Speech is understandable half of the time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4 YEARS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can copy a circle</td>
<td></td>
</tr>
<tr>
<td>- Hops in place</td>
<td></td>
</tr>
<tr>
<td>- Tells use of three objects (telephone, toothbrush)</td>
<td></td>
</tr>
<tr>
<td>- Names one color</td>
<td></td>
</tr>
<tr>
<td>- Understands words like in, on, under</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>5 YEARS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Counts five blocks</td>
<td></td>
</tr>
<tr>
<td>- Prepares own cereal</td>
<td></td>
</tr>
<tr>
<td>- Plays board/card games</td>
<td></td>
</tr>
<tr>
<td>- Names four colors</td>
<td></td>
</tr>
<tr>
<td>- Defines simple words (ball, house, banana)</td>
<td></td>
</tr>
<tr>
<td>- Draws person with three body parts</td>
<td></td>
</tr>
</tbody>
</table>
Development occurs in a predictable sequence

Development proceeds in a step by step fashion

Individuals develop at different rates

An individual’s rate of development may vary at different times

Development is an orderly process

Development proceeds from general to specific

Development proceeds from concrete and simple to abstract and more complex

Physical, cognitive, social and emotional development are interrelated and affected by heredity and environment
GROUP INSTRUCTION

Group Instruction Provides Opportunities to:

✓ Learn by observing others
✓ Motivate through teamwork
✓ Interact and communicate with peers
✓ Gain insight and clarification through sharing of ideas
✓ Generalize new skills or use skills learned in another way
### SELF EVALUATION

**EVALUATING THE SMALL GROUP INSTRUCTIONAL SESSION**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do I establish rapport with my students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do I follow the lesson plan and understand the goals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do I introduce the lesson so that the students understand the concept that the lesson attempts to teach?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Am I enthusiastic enough to get the students interested in performing the tasks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Do I give instructions in a clear, concise manner?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do I explain what students re to do in the practice activity so that they understand it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Do I have all the materials I need to teach a lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Do I use appropriate reinforcement techniques?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Do I encourage students if they are having difficulty?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Do I feel comfortable in my classroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Do I maintain accurate records and comments about each session?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Do my students appear willing to try?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Do my students appear interested in the lessons?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Are my students able to perform tasks required in each lesson?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ADAPTIVE STRATEGIES

| **CHANGING FORMAT** | Entails modifying the physical arrangement of the print material. Used when:  
1. assignment is too long  
2. spacing or organization is interfering with student’s visual perceptions |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHANGING INPUT/OUTPUT MODES</strong></td>
<td>Entails determining the mode (auditory, visual, kinesthetic/tactile) through which students acquire information best. For example, if a student experiences difficulty reading (visual mode) material like tapes (auditory mode) could be used to present information.</td>
</tr>
<tr>
<td><strong>MULTI-MEDIA</strong></td>
<td>Using a variety of games, teaching machines, and concrete manipulative objects to facilitate learning.</td>
</tr>
<tr>
<td><strong>GROUPING</strong></td>
<td>Students may be grouped according to developmental/academic level, developmental/academic need, learning style, interest, pattern of social interaction.</td>
</tr>
<tr>
<td><strong>SCHEDULES</strong></td>
<td>Tasks may need to be kept short in length. Consideration to the time of day when students learn best should be taken.</td>
</tr>
<tr>
<td><strong>TUTORS</strong></td>
<td>Aides, volunteers. Or peer tutors help individualize instruction and provide reinforcement of newly learned skills.</td>
</tr>
<tr>
<td><strong>REINFORCERS</strong></td>
<td>Students should be reinforced or praised immediately for correct responses when initial learning is taking place. Reinforcement should also be individualized.</td>
</tr>
<tr>
<td><strong>REAL LIFE SITUATIONS</strong></td>
<td>Material relevant to the lives of students should be used.</td>
</tr>
<tr>
<td><strong>REPETITION</strong></td>
<td>Opportunities to review material newly learned should be provided.</td>
</tr>
</tbody>
</table>
Evan, a sixth grade student has severe multiple disabilities, uses a wheelchair and an augmentative communication system. To communicate, her uses a 20-symbol picture/word communication board. He is able to interpret simple line drawings and has learned 15-20 written sight words. In addition to his picture communication system, he uses a simple sign language vocabulary and conventional gestures. Evan has a visual impairment that allows him to see items clearly when they are presented at a distance of 12 to 24 inches. To get a sense of Evan’s educational priorities, a few goals from his individualized educational plan are provided.

- Increase his sight word vocabulary
- Use two signs, gestures or words in combination to express a message, concept, make choices or a request
- Solicit a partner and work cooperatively
- Use money and math skills to make a purchase in the community
- Engage in an activity for 10 minutes with periodic spot checks
- Use a picture schedule to carry out daily responsibilities
- Respond to the cue of an alarm to transition to the next activity

The sixth grade language arts teacher has planned an introduction to new vocabulary and spelling words related to the Middle Ages. She introduces the words by stating them aloud, providing a definition and using them in a sentence. The students in the class are required to spell the words by writing them on a piece of paper. The papers are handed in at the end of the class and corrected by the teacher. Words that are spelled wrong are targeted for independent study and practice. This instructional arrangement represents large group or whole class instruction. The teaching format is lecture/demonstration paired with independent seatwork.

Given these circumstances, Evan is not able to participate in the same manner as his classmates without disabilities. A summary of adaptations discussed and implemented by Evan’s educational team is presented below:

**Instructional Arrangement:** Rather that working in a large group arrangement, students are allowed to select a partner. Each student quizzes the other on vocabulary words related to the Middle Ages.

**Teaching Format:** The students work in a game format by quizzing one another and taking turns as the giver or receiver of information. This eliminates the need for the instructor to assume the role as lecturer and sole provider of information.

**Environmental Conditions:** No extraordinary changes are needed in this area except to position Evan and his partner near the teacher’s work station in case periodic assistance is needed.
**Curricular Goals:** Evan’s curricular goals relate to his language and communication. Learning new sight words, maintaining the use of previously acquired words and combining two gestures, signs or words are Evan’s objectives during this activity. His list of words and picture symbols differ significantly from his classmates. Since students quiz one another, it is feasible for Evan to use an individualized list of words in an unobtrusive manner.

**Instructional Materials:** Evan greets and solicits a partner using his picture communication board. The students without disabilities in the class have been taught to respond to Evan by using the signs for “yes” or “no thank you.” To test his partner, Evan uses pre-recorded Language Master card with the partner’s words printed on one side. Evan runs the card through the Language Master to communicate the spelling word to his partner. To check the spelling, Evan turns the card over so his partner can see the printed word. The nondisabled partner uses an individualized set of word cards with Evan’s list of new sight words or picture symbols. The partner shows the card to Evan and he must respond with the correct word or sign. As an enrichment activity for both Evan and his partner, cards are prepared with picture symbols or words. After reading the word or symbol the students must respond with the correct sign.

**Personal Assistance:** During the first three weeks of class, and instructional assistant is present in the classroom to facilitate the interaction between Evan and his partner. The assistant’s presence is faded completely during the class period allowing the general educator to provide periodic spot checks to all of the spelling partners.

The adaptations generated in this scenario are relatively simple and low in cost. Once the initial set of materials is developed, it can be used throughout the school year during language arts. New and more complex words or symbols can be added without much effort or planning time. Restructuring the groups and teaching format may prove beneficial to more students than just Evan. By utilizing these teaching practices, students are able to progress through their word lists at an individualized pace. Classmates take a more active role in their own learning. Students who are faster learners can be assigned additional or more complex vocabulary. In addition, the instructor is released from traditional roles to one of a facilitator.

*Adapted from:*
*Kansas State Board of Education*
*Paraprofessional Training Materials*
HANDOUT C7

MODIFICATIONS FOR THE REGULAR CLASSROOM

The following modifications may be necessary for _________________________ to be included in the regular class.

___ Mark student’s correct and acceptable work, not his/her mistakes.
___ Examinations and quizzes should be given orally.
___ Reading assignments should be presented on cassette tapes.
___ Make arrangements for homework assignments to reach home with clear concise directions.
___ Reversals and transposition of letters and numbers should not be marked wrong. Instead, reversals or transpositions should be pointed out for correction.
___ Recognize and give credit for student’s oral participation in class.
___ Provide extra test time.
___ Provide extra assignment time.
___ Student should be allowed to tape classroom lectures or discussions.
___ Student should be allowed to copy another student’s class notes.
___ Student should be provided a carbon copy of another student’s class notes.
___ Utilization of peer tutoring.
___ Utilization of cross-age tutoring.
___ Avoid placing student under pressure of time or competition.
___ Accept homework papers typed by the student or dictated by him/her and recorded by someone else, if need be.
___ Do not return handwritten work to be copied over; paper is often not improved and student’s frustration is added to.
___ Quietly repeat directions to student, after they have been given to the class; then have him/her repeat and explain directions to you.
___ Let student dictate themes or answers to questions on a cassette tape.
___ Accompany oral directions with written directions for child to refer to (blackboard or paper).
___ Do not require lengthy outside reading assignments.
___ Student should be permitted to use cursive writing.
HANDOUT C7a

MODIFICATIONS FOR EARLY CHILDHOOD SETTING

1) Display students work
2) Short timed task
3) Short instruction time
4) Change activities often
5) Enlarge materials
6) Seating according to child’s needs (small group vs large group)
7) Avoid placing student under pressure of time or competition
8) Student repeat directions
9) Picture schedule (picture/object)
10) Teacher repeat directions quietly
11) Prompts (physical/verbal/tactile/etc.)
12) Adapt materials (pencils, puzzles, toys, etc.)
13) Peer modeling
14) Partial participation is acceptable
15) Modify for child’s needs in regard to visual/tactile/auditory/etc.
16) Visual and auditory cues when giving directions
17) Assistive technology—computer, touch screen, pads, etc.
18) Label objects with pictures
19) Flexible schedules: 1. Diet
   2. Bathroom
   3. Rest
   4. Exercise
20) Individualized instruction
BEHAVIOR

BEHAVIOR MUST BE OBSERVABLE:

- IT CAN BE SEEN
- IT CAN BE HEARD
- IT CAN BE IDENTIFIED

BEHAVIOR MUST BE MEASURABLE:

- IT CAN BE COUNTED
- IT CAN BE TIMED

From, A Training Program for Paraprofessionals Working in Special Education and Related Service. CASE: National Resource Center for Paraprofessionals in Education and Related Services, City University of New York, 1990.
65 Positive Strokes You Can Give Your Students

That’s really nice
Thank you very much
Wow!
I like the way you’re working
Keep up the good work
Everyone’s working so hard
That’s quite an improvement
Much better
Keep it up
It’s a pleasure to teach you
Good job
What neat work
You really out did yourself today
This kind of work pleases me very much
Congratulations, you only missed ___
That’s right! Good for you
Terrific
I bet your Mom and Dad would be proud
Beautiful
I’m very proud of the way you worked
Excellent work
Very good. Why don’t you show the class
Marvelous
Right on
Sharp
I like the way Tom is working
You’re on the right track now
John is in line
Dick got right down to work
It looks like you put a lot of work into this

Very creative
Very Interesting
That’s an interesting way of looking at it
Now you’ve got the hang of it
Exactly right
Super
Superior work
That’s a good point
That’s a very good observation
That certainly is one way of looking at it
That’s an interesting point of view
Thank you for raising your hand
What is it?
Sherrie is really going to town
You’ve got it now
Out of sight
Nice going
Far out
You make it look easy
I like the way ___ or the class has settled down
I appreciate your help
Thank you for (sitting down, being quiet, etc)
Groovy
For sure
That looks like it is going to be a great report
My goodness, how impressive!
That’s “A” work
Mary is waiting quietly
Ann is paying attention
That’s clever
*Adapted from Edward S. Kubany’s “65 Ways to Say GOOD FOR YOU”

Additional Resources
This is a story to help you understand what it might be like to have a reading learning disability.

The Friembly Bog

Once ubom a tmie there was a friembl dobl. His name was jake. Jake belombeb to bavig and bhte. Davib and Beth aar tins. They ae nime yearas dol.

On e tome jak went down to the cellar. H was a bucket of soab. The tins wer doing to wash the car. He liked some soap bubbles out fo the bucket. When he darked, dig dubbles ca me out of hi s muth!

Last sum mre Jak founb a frenb. His frien sqw a tac named freb. They blayde all bay. They nar aroumb and aruommb tye yarb. Jake chased the tac ub te tre. Freb climbed up easily. Jake tribe t and tribe dut ehe slib back bown!
Once upon a time there was a friendly dog. His name was Jake. Jake belonged to David and Beth. David and Beth are twins. They are nine years old.

One time Jake went down to the cellar. He saw a bucket of soap. The twins were going to wash the car. He licked some soap bubbles out of the bucket. When he barked, big bubbles came out of his mouth.

Last summer Jake found a friend. His friend was a cat named Fred. They played all day. They ran around the yard. Jake chased the cat up the tree. Fred climbed up easily. Jake tried and tried but he slid back down.