



THE CITADEL

THE MILITARY COLLEGE OF SOUTH CAROLINA

Resource Notebook

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www.TheOxfordObserver.com



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<http://www.azed.gov/special-education/files/2011/08/exceptional-student-services-department-image2.jpg>

Students with Learning Disabilities/ADHD

- Put a card on an interruptive student's desk. They can raise the card if they would like to talk during silent time, but it may only be used once a day. (O'Reilly, 45)
- Give the student a goal of five sentences in two minutes, then come back and check after time has expired. (O'Reilly, 45)
Addition: Implement a point system of -, 0, + to accompany this strategy. If student wrote less than the target, they get -1 for each sentence under the goal. If they met the goal, they don't get any points, nor do they lose them. If the student wrote more than asked, they get +1 for each sentence over the limit (if they are of good quality. They can keep a scorecard on their desk, and the score is checked every week for prizes.
- Student receives a card with five segments (one for each school day in a week). If student has the work, they can receive a check mark on that day. The number of checks at the end of the week determined the prize. (O'Reilly, 45)
- Three strike system ("One more strike and you're out"), student can play a video (or board) game for a determined amount of time if they behaved well in morning and afternoon. (O'Reilly, 46-7)
- Point system where points are given to students for helping classmates/staff members, following the rules, and good quality of work, and lost for inappropriate behaviour, interrupting and teasing. Students can then trade in "feedback points" for field trips or other prizes. If student had a serious rule infraction, students were put in "time out". (O'Reilly, 48)
Variation: Students start with 100 points (instead of 0). Lose 10 points for every time they violate rules, earn points for accuracy and completion of work. (O'Reilly, 48)
- Sit the child away from doors and windows to avoid distractions, create activities with physical movement incorporated into them (even just movement around the room) (HelpGuide.org)
- "Ask children with ADD/ADHD to run an errand or do a task for you, even if it just means walking across the room to sharpen pencils or put dishes away. Encourage the child to play a sport—or at least run around before and after school. Provide a stress ball, small toy, or other object for the child to squeeze or play with discreetly at his or her seat. Limit screen time in favor of time for movement. Make sure a child with ADD/ADHD never misses recess or P.E." (HelpGuide.org)
Addition: Any punishments should not cut in on time for physical activity.
- "Try being extremely brief when giving directions, allowing the child to do one step and then come back to find out what they should do next. If the child gets off track, give a calm reminder, redirecting in a calm but firm voice. Whenever possible, write directions down in a bold marker or in colored chalk on a blackboard." (HelpGuide.org)
- Play games, use memory cards, illustrations, and acronyms to help them remember topics. Make predictions/"bets" to get students to connect what will happen next in a story. Have students act out a story or event in order to make the experience more memorable and encourage movement. (HelpGuide.org)
- Break tasks into small steps, supply regular and quality feedback, use diagrams and graphics in addition to verbal explanations, "model instructional practices that [you] want students to follow" (LDA of America)



http://allbornin.org/wp-content/uploads/et_temp/classroom-2-43976_442x230.jpg

Students with Autism Spectrum Disorder

- “Always keep your language simple and concrete. Get your point across in as few words as possible. Typically, it’s far more effective to say “Pens down, close your journal and line up to go outside” than “It looks so nice outside. Let’s do our science lesson now. As soon as you’ve finished your writing, close your books and line up at the door. We’re going to study plants outdoors today.” (Monster.com)
- Speak simpler - fewer choices, reword sentence if confused, don’t use sarcasm, avoid idioms, repeat instructions (Monster.com)
- Provide “a very clear structure and a set daily routine (including time for play)” as well as “warning of any impending change of routine, or switch of activity” (Monster.com)
- “Organize the instructional setting,” “provide a schedule of activities,” “carefully plan and provide choice-making opportunities,” “define specific areas of the classroom and school settings,” “provide temporal relations,” and “facilitate transitions, flexibility and change” (Iovannone et al., 158)
- “Many autistic children have problems with motor control in their hands. Neat handwriting is sometimes very hard. This can totally frustrate the child. To reduce frustration and help the child to enjoy writing, let him type on the computer. Typing is often much easier.” (Grandin)
- “Many autistic children get fixated on one subject such as trains or maps. The best way to deal with fixations is to use them to motivate school work. If the child likes trains, then use trains to teach reading and math. Read a book about a train and do math problems with trains. For example, calculate how long it takes for a train to go between New York and Washington.” (Grandin)
- Encourage student’s talents and promote development of these talents. “Talents can be turned into skills that can be used for future employment.” (Grandin)
- “Some hyperactive autistic children who fidget all the time will often be calmer if they are given a padded weighted vest to wear. Pressure from the garment helps to calm the nervous system. I was greatly calmed by pressure. For best results, the vest should be worn for twenty minutes and then taken off for a few minutes. This prevents the nervous system from adapting to it.” (Grandin)
- “In older nonverbal children and adults touch is often their most reliable sense. It is often easier for them to feel. Letters can be taught by letting them feel plastic letters. They can learn their daily schedule by feeling objects a few minutes before a scheduled activity. For example, fifteen minutes before lunch give the person a spoon to hold. Let them hold a toy car a few minutes before going in the car.” (Grandin)
- “Individuals with visual processing problems often find it easier to read if black print is printed on colored paper to reduce contrast. Try light tan, light blue, gray, or light green paper. Experiment with different colors. Avoid bright yellow—it may hurt the individual’s eyes. Irlen colored glasses may also make reading easier.” (Grandin)



https://expertbeacon.com/sites/default/files/ensure_success_in_the_classroom_for_kids_on_the_autism_spectrum.jpg

Students with Emotional Disturbance/Behavior Difficulties

- Post a general class schedule that indicates what students should be expected to do as they enter your classroom, when homework is collected, etc. Before your students enter class, write on the board what will happen during that specific class period and how long each activity will take. Develop and maintain an active schedule with evenly intermixed direct instruction, individual seatwork, and cooperative learning activities.” (Do2Learn.com)
- “If the student enters your classroom just after lunch or physical education, it may be necessary to first engage them in a lively class discussion to appropriately “channel” excess distractibility or hyperactivity.” (Do2Learn.com)
- “Explicitly teach organizational skills (use of planners, notebooks, folders, checklists).” (Do2Learn.com)
- “Be sensitive when pairing students together. Be aware of student’s socialization skills when asking for participation. Work gradually toward group activities.” (Do2Learn.com)
- “Make a plan with student to replace inappropriate responses with appropriate responses. Target and teach behaviors such as taking turns, working with partners, and following directions.” (Do2Learn.com)
- Cross-age (“tutors are typically two years older than the tutees”) and peer tutoring, cooperative learning (“Small teams composed of students with different levels of ability use a variety of learning activities to improve the team’s understanding of a subject”) and peer modeling/reinforcement/assessment (teacher draws the student’s attention to the peer model and identifies the desired behaviors the student should emulate”)/”Peers provide reinforcement for appropriate responses within the natural environment”)/”Peers are used to assess the products or outcomes of learning of other students of similar status”) (Ryan et al. 24)
- “Ask previous teachers about techniques that were effective with the student in the past.” (Do2Learn.com)
- “Anticipate classroom situations where the student’s emotional state may be vulnerable.” (Do2Learn.com)
- Self-monitoring - students “were taught to monitor their own academic accuracy and productivity across subject areas and during independent work time. Accuracy in reading, for example, was defined as the number of items completed correctly divided by the number of items completed. Productivity was defined as the number of items completed divided by the number of items given.” (Ryan et al. 25)
- “Cover, copy, and compare (CCC), an instructional technique that... essentially involves students learning and completing the following steps: (a) looking at an item and solution; (b) covering the item and solution; (c) writing the item and solution; and (d) comparing their written response with the original item and solution to check its accuracy. Students whose comparisons are correct move on to the next item in their seatwork, whereas students whose written responses are incorrect repeat the process until their written work is correct” (Ryan et al. 25)



http://cdn2-b.examiner.com/sites/default/files/styles/image_content_width/hash/08/bc/08bc86502abe9d671bc4d4242da164ae.jpg?itok=mDnCDLFk

Students who are Gifted and Talented/Twice Exceptional

- “Don't allow yourself to be distracted by false stereotypes” - they “demonstrate many characteristics, including: a precocious ability to think abstractly, an extreme need for constant mental stimulation; an ability to learn and process complex information very rapidly; and a need to explore subjects in depth” (Davidson Gifted)
- “Before beginning any unit, administer the end of the unit test. Students who score above 80% should not be forced to “relearn” information they already know. Rather, these students should be given parallel opportunities that are challenging. I generally offered these students the option to complete an independent project on the topic or to substitute another experience that would meet the objectives of the assignment, i.e. taking a college/distance course.” (Davidson Gifted)
- “Change your approach when working with gifted and talented students. Instead of being “the expert,” become “the facilitator.” Rather than just “giving” them information, help them to discover it!” (TeachersFirst.com)
- “Organize resources in order to free yourself to work with individual children and give the children greater control of the learning situation. Supplementary books and learning tools, community resources, and the use of community members with specific skills as mentors can be helpful.” (UDEL)
- Integrate technology so they can “work with differentiated academic content, leverage technology to foster their creativity, join in digital collaborations to extend the curriculum through individual interests, and even establish digital ‘me-portfolios.’” (TeachersFirst.com 2)
- “Implement a multi-level and multi-dimensional curriculum” that differentiates material based on “rate, depth, and pace of learning” (UDEL)
- “Teach interactively. Have students work together, teach one another, and actively participate in their own and their classmates’ education. Note: This does not advocate gifted children being peer tutors in the classroom; the gifted student should be challenged as well.” (UDEL)
- “Consider team teaching, collaboration, and consultation with other teachers. Use the knowledge, skills, and support of other educators or professionals in the schools.” (UDEL)
- “Do not assign extra work to gifted children who finish assignments early. This is unfair and frustrating to them. Simply offering more of the same only restricts further learning. Instead, allow those children to work on independent projects or other unfinished work when they finish an assignment early.” (UDEL)
- Use Bloom’s Taxonomy - specifically when designing activities for G&T students in order to make the assignments more challenging (TeachersFirst)



<http://ueatexas.com/wp-content/uploads/Students-in-classroom.jpg>

Social Studies Differentiated Instruction Techniques

- “Write an article about how characters in the novel are influenced positively and negatively by the historical setting.” (Idaho)
- “Give a presentation with musical accompaniment to express the influence of the historical setting.” (Idaho)
- Write a chart with different historical persons and explain how they would have felt about a particular issue. For example, George Washington, King George, Northern colonist, Southern colonist, Continental Soldier, British Soldier, Canadian on Revolution in the America (Idaho)
Variation: Write different pieces to different audiences (ex. Tories, Mother of a wounded soldier, other colonists) and in different formats (personal letters, decree, propoganda, etc.) (Idaho)
- Ask true or false questions to gauge subject knowledge and grasping of the material. Have students hold thumbs up, thumbs sideways, or thumbs down do indicate understanding or lack thereof. (Idaho)
- Give an assignment to come up with board games for a particular subject. (Idaho)
Variation: Since this can be a lot of work for one student, have students develop questions for each unit that they would use to review, then come up with a design in small groups. Have each group give a presentation to the class about the merits of their design, then pick one as a class. Use the questions they have developed throughout the year and create an end-of-the-year review game.
- “Use graphic organizers, maps, diagrams or charts to display their comprehension of concepts covered. Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability.” (Shaw)
- Use SmartBoard software and other types of technology and “media that illustrate real-life applications” (Lawrence-Brown, 40)
- Outline information when possible using charts, premade outlines, manipulatives, and visual aids (Lawrence-Brown, 41)
- Use “paintings and folk songs from the period to illustrate various concepts” and create “a variety of hands-on projects to develop their understanding of key concepts” (Lawrence-Brown, 41)
- Assemble a one-page summary sheet of various resources including “paper and electronic texts at various reading difficulty levels, a video, websites, etc.” (Lawrence-Brown, 41)



Local Agencies for Special Education/ELL Parents

Morris PACE

30 Clover Hill Drive, Morristown, NJ - <http://www.morrispace.org/>

“We are a parent-to-parent support and advocacy group whose goal is to work towards the understanding of, respect for, and support of optimum education for all children with learning differences. We welcome all parents, teachers, care-givers, and concerned friends to join us.”

pace.msd@gmail.com

Madison PPEC (Parents and Professionals of Exceptional Children)

Madison, NJ - <http://www.madisonpublicschools.org/domain/52>

“To provide support and advocacy for families with children who have special needs, to develop more effective communication between parents, faculty and special services personnel in the schools, to provide programs and information for parents and professionals on current topics in special education, to improve the educational, recreational, vocational and social programs for our children, to keep abreast of federal, state and local legislation that may affect the education of exceptional children”

madisonppec@yahoo.com

Randolph PEC

Parsippany, NJ - <http://www.pthsd.k12.nj.us/pecmain.html>

“P.E.C. is a collaboration between parents and the Special Services Department of Randolph. By working together, our goals are: To provide support and advocacy for families with children who have special needs. To develop more effective communication between parents and special services personnel in the schools. To provide programs and information for parents and professionals on current topics in special education. To improve the educational, recreational, vocational and social programs for our children. To keep abreast of federal, state and local legislation that may affect the education of exceptional children.”

pecinfo@pthsd.k12.nj.us - (973) 263-7200 ext. 7215

Montville Pathways for Exceptional Children

Montville, NJ - <http://www.pathwayskids.org/>

“To empower children of all abilities to find their passions and to maximize their potential, equipping them with the skills to fully participate and be included in their schools, community, and ultimately the workforce.”

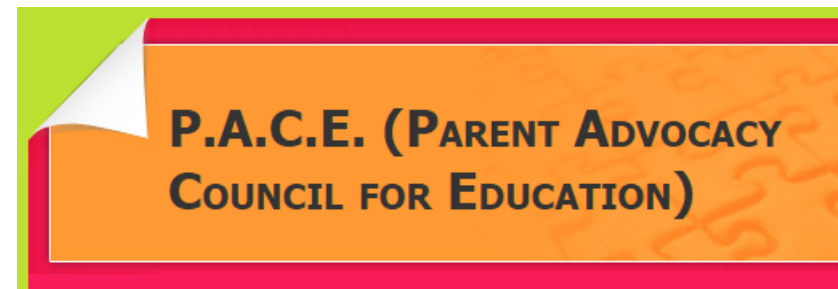
sbdifalco@optonline.net - (973) 856-9587

Jefferson Township JT SNAP (Special Needs Advocacy Parents)

19 Jardine Lane Jefferson Twshp. NJ - <http://www.jefftwp.org/specialservices/parentcommittee.shtml>

“A parent to parent discussion group that provides a supportive environment for parents of children with disabilities to share information and discuss matters of relative interest and concern. It is dedicated to improving the educational environment for all students in the district schools. The mission of JTSNAP is to: adopt an open forum of communication as a means of breaking the existing barriers between the special education and the general education populations, work with the parents, teachers, child study team members, and administrators to develop effective educational plans for all students that promote individual needs and growth regardless of a student’s abilities, empower parents so they may become active advocates for their child”

jtsnap1@hotmail.com



State Agencies for Special Education/ELL Parents

North East Parent Center Assistance and Collaboration Team (NE-PACT)

Newark, NJ - <http://www.neparentcenters.org/NJ/index.html>

“Enhancing the capacity of parent centers to provide effective services to families of children with special needs and to work effectively with state agencies in improving services for infants, toddlers, children and youth with disabilities.”

973-642-8100 x 102

Statewide Parent Advocacy Network (SPAN)

35 Halsey Street, 4th Floor, Newark, NJ - <http://www.spannj.org/>

“SPAN offers families and professionals information, resources, support and advocacy assistance addressing: effective parent involvement, child care, general and special education, dropout and bullying prevention, child welfare, health care, mental health, youth leadership, transition to adult life, incarcerated youth, military family support, violence prevention & more.”

diana.autin@spannj.org - 973-642-8100; Toll Free: 1-800-654-SPAN

Association for Special Children and Families (ASCF)

1810 Macopin Road, West Milford, NJ - <http://www.ascfamily.org/>

“The Association for Special Children and Families (ASCF) is a community-based organization for families of children with disabilities. We were founded by a small group of dedicated parents who wanted to assist other parents in the challenging role of parenting and educating a child with a disability. Our goal is to educate parents to advocate for their own child with a special need. We are not advocates, but parent consultants who guide and support parents. Parents are their child's best and most effective advocate. We give them the tools to do this on their own.”

angelaabdul@optonline.net - 973-728-8744

New Jersey Parent Advocates

1 Rose Street, Edison, NJ - <http://www.njparentadvocates.org/>

“Our purpose is to create strong parent advocates through training, sharing of best strategies and guidance based on successful advocacy experiences. To encourage parent advocates to build and maintaining positive, collaborative partnerships with all professionals and administrators working with and for the development of their special needs child. To guide parents in developing their NJPA voices, in positive and constructive ways, at their local school district level, their county level and our state level. To work with other organizations to make positive changes for the betterment of special needs individuals as we help them meet their personal goals as they become contributing and valued members of society. To grow this organization as a known and respected entity that works to empower parents to become successful advocates for the special needs community.”

info@njparentadvocates.org

Office of Special Education Programs

P.O. Box 500, Trenton, NJ - <http://www.state.nj.us/education/specialed/>

“The office implements state and federal laws and regulations governing special education to ensure that pupils with disabilities in New Jersey receive full educational opportunities. It provides statewide leadership through the development of policy and implementation documents and provides guidance to school districts and parents regarding the implementation of special education programs and services.”

(609) 292-0147



Web Resources for Special Education/ELL Parents



NJ Special Education Programs Homepage

<http://www.state.nj.us/education/specialed/pands.shtml>

Provides a list of resources for district, student, and parent rights when dealing with the state laws governing Special Education.

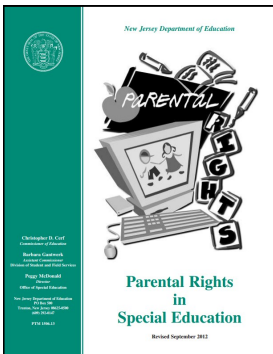


Learning Disabilities Association of America (LDA)

<http://ldaamerica.org/parents/>

“Parents are often baffled by the problems presented by a child with learning disabilities. Often this “invisible disability” does not become obvious until a child reaches school age. Even then,

difficulties may be subtle and hard to recognize. Here you will find a wealth of information on understanding learning disabilities, negotiating the special education process, and helping your child and yourself.”



New Jersey Special Education Parental Rights

<http://www.nj.gov/education/specialed/form/prise/prise.pdf>

“The document is periodically revised to reflect changes in the law, provide additional information that would be of use to you, and to provide the information in a more clear and concise manner”

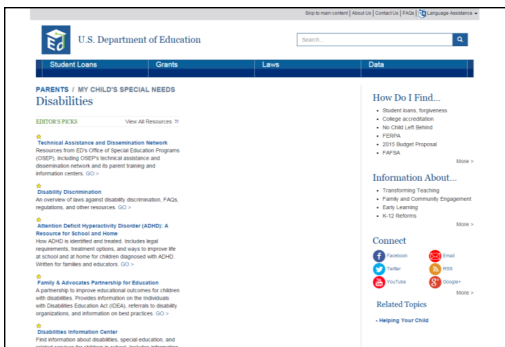


Special Education Guide

www.specialeducationguide.com/

“Parents and educators know that children with special needs have gifts and talents—it’s just a matter of unleashing their full potential, and making sure that their parents and teachers have the right information, tools and support to help them. That’s where Special

Education Guide comes in. We are your go-to resource for mastering the terminology, procedures and best practices in special education.”



US Department of Education

<http://www2.ed.gov/parents/needs/speced/edpicks.jhtml>

Provides a list of resources for district, student, and parent rights when dealing with the federal laws governing Special Education.

Journal Articles for Special Education/ELL Parents

Harry, B., Allen, N., & McLaughlin, M. (1995). Communication versus Compliance: African-American Parents' Involvement in Special Education. *Exceptional Children*, 61(4), 364-377. Retrieved December 3, 2014, from <https://www.questia.com/library/journal/1G1-16541823/communication-versus-compliance-african-american>

"The central question addressed by the present research was: What factors affect parents' participation in the early years of children's special education placement?"

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The Critical Role Of Vocabulary Development For English Language Learners. *Learning Disabilities Research and Practice*, 20(1), 50-57.

"This article highlights the need for sustained attention to the vocabulary development of English language learners (ELLs), reviews the research on means to develop the vocabulary knowledge of ELLs, presents lessons learned from the research, and describes several important issues that should be considered in the development of practices to build vocabulary knowledge in this group of students"

Goldenberg, C. (2008). Teaching English Language Learners. *American Educator*. Retrieved from http://homepages.ucalgary.ca/~hroessin/documents/Goldenberg_2008_America_Ed_Summary_of_research.pdf

"And so, we bring you this article with four goals in mind. First, we hope that everyone who engages in debates about educating ELLs will become a little more knowledgeable and, therefore, will start taking a little more nuanced positions. Second, we wish to spur more research (and more funding for more research). Third, to keep the snake-oil salesmen at bay, we think it's best for educators to know what existing research cannot support. And fourth, we believe that what has been reasonably well established is worth knowing."

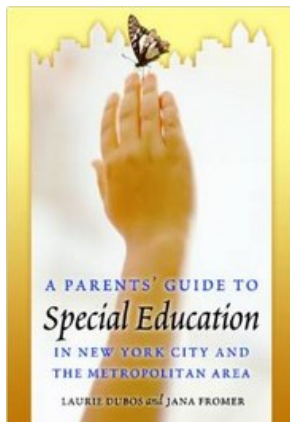
Spann, S., Kohler, F., & Soenksen, D. (2003). Examining Parents' Involvement In And Perceptions Of Special Education Services: An Interview With Families In A Parent Support Group. *Focus on Autism and Other Developmental Disabilities*, 18(4), 228-237.

"A survey of 45 families of children with autism found the majority of children spent part of their day in general education classrooms and received 1 to 2 special services. The majority of parents believed they were moderately to highly knowledgeable about and involved in the Individualized Education Program process."

Mueller, T., & Buckley, P. (2014). The Odd Man Out: How Fathers Navigate the Special Education System. *Remedial and Special Education*, 35(1), 40-49. Retrieved from <http://rse.sagepub.com/content/35/1/40.full.pdf+html>

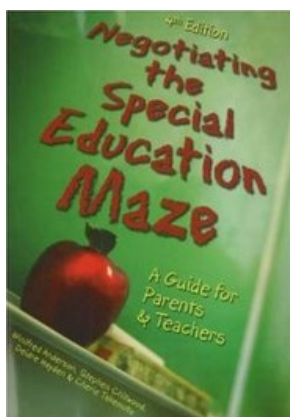
"Research about parent experiences with the special education system is largely dominated by the perspectives of mothers. Using purposeful sampling techniques, we interviewed 20 active fathers about their experiences navigating the special education system. All the fathers described three primary roles they experienced, including acting as a partner, advocate, and student. With respect to each of these roles, the fathers also described feeling as if they were not a part of the team, describing themselves as "the odd man out." Each construct is discussed in detail, along with implications for practice."

Book Titles for Special Education/ELL Parents



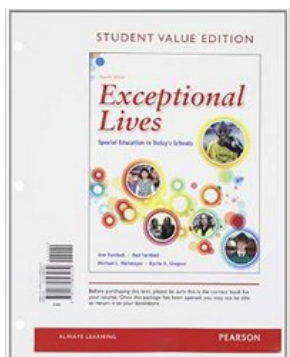
Dubos, L., & Fromer, J. (2006). *A parents' guide to special education in New York City and the metropolitan area*. New York: Teachers College Press.

“A comprehensive guide to special education programs! Parents are often overwhelmed by the complexity of the special education placement process in New York City and its surrounding areas. This guidebook provides the information parents need to advocate for their child successfully and to choose a suitable school.” - [Amazon.com](https://www.amazon.com)



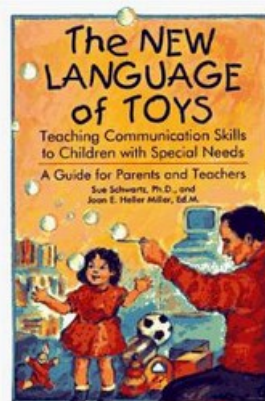
Anderson, W., & Chitwood, S. (1982). *Negotiating the special education maze: A guide for parents and teachers*. Englewood Cliffs, NJ: Prentice-Hall.

“First published more than 25 years ago, this book has served as a lifeline for parents and educators who have found it difficult to advocate for their children and students in need of special educational services.” - [Amazon.com](https://www.amazon.com)



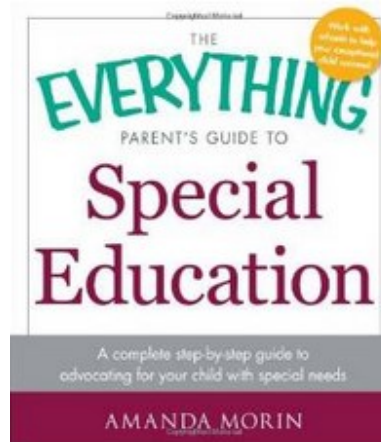
Turnbull, A. (1995). *Exceptional lives: Special education in today's schools*. Englewood Cliffs, N.J.: Merrill.

“Through real-life stories about children, their families, and their teachers, and through the use of the most recent evidence-based research on special education, this important book provides a comprehensive introduction to special education and its relationship to general education.” - [Amazon.com](https://www.amazon.com)



Schwartz, S. (2004). *The new language of toys: Teaching communication skills to children with special needs (3rd ed.)*. Bethesda, MD: Woodbine House.

“The New Language of Toys is a how-to guide about using everyday toys--both store bought and homemade--to develop communication skills in children with disabilities and make playtime a fun, exciting and educational experience.” - [Amazon.com](https://www.amazon.com)



Morin, A. (2014). *The Everything Parent's Guide to Special Education: A Complete Step-by-Step Guide to Advocating for Your Child with Special Needs*. Avon, Massachusetts: AdamsMedia.

“Children with special needs who succeed in school have one thing in common--their parents are passionate and effective advocates. It's not an easy job, but with The Everything Parent's Guide to Special Education, you will learn how to evaluate, prepare, organize, and get quality services, no matter what your child's disability.” - [Amazon.com](https://www.amazon.com)

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