**Chapter 7 Full Service Middle School**

**Full service schools-unites families with community agencies, coordinates referrals for services and assists families in overcoming any barrier to student achievement and success**

**-all too often, adversarial relationships exists between families with children with disabilities and schools**

**-barriers prevent parent involvement in schools**

**-some school environments actually discourage parental involvement and some teachers are intimidated by the prospect of working with parents**

**-schools are increasingly being held accountable for providing meaningful opportunities for families to become involved in decision making and assessing school accountabilities**

**I.IDEA and inclusion**

**-Individuals with Disabilities Act**

**-local education agencies develop procedures for locating and evaluating eligible students with disabilities**

**-all students with disabilities must be included in state and district assessment programs and alternative assessments must be provided to students who can’t participate in standard assessments**

**A.Disabilities that qualify children and youth for special education services under the individuals with disabilities education act**

**The following qualify as disabilities: autism, deafness, deaf-blindness, hearing impairment, down syndrome, multiple disabilities, orthopedic impairment, other health impairments, serious emotional disturbance, specific learning disabilities, speech or language impairment, traumatic brain injury, and visual impairment including blindness**

**B.six principles of IDEA**

**1.free and appropriate public education (FAPE)**

**2.appropriate evaluations**

**3.individualized education programs (IEP)**

**4.least restrictive environment (LRE)**

**5.parent and student participation in decision making**

**6.procedural safeguards-to ensure that the rights of children with disabilities and their parents are protected**

**II.inclusion**

**-mainstreaming-the practice of educating the student with disabilities in the general education classroom**

**-inclusion-newer term used to describe the placement of students in regular classes for all or nearly all of the school day**

**A.mainstreaming ,inclusion, and the law**

**-movement through which the increased practice of mainstreaming has been highlighted**

**B.court decisions clarify least restrictive environment where mainstreaming is not required:**

**1.A student with a disability will not receive educational benefits from a regular classroom.**

**2.Any marginal benefit would be significantly outweighed by benefits obtained only in a separate instructional setting.**

**3.The child is a disruptive force in the general education class.**

**C.implementing inclusion in the middle school classroom**

**-some special education students benefit most from being included in a regular education classroom, whereas others benefit most from a self-contained classroom**

**-a clear message needs to be given that people with disabilities are capable and should be integrated into the world**

**D.teaching models**

**-peer mediated approaches-peers present prompts or task trials, monitor tutee responses, use error correction procedures, and provide help**

**-provide tasks that require cooperative effort**

**-social skills training focuses on the problems of delayed or lack of social skills that are functional and appropriate for successful social interaction with peers**

**III.Interventions that work with students with special needs**

**-you should research the following areas to work with your students: lesson presentations, physical arrangement of room, assignments, organization, behaviors, test taking, and special considerations**

**IV. Good practices**

**A.character education-is based on the premise that good character is not formed automatically, but rather developed through sustained process of teaching**

**-it is helping young people know, care about, and act on core values such as fairness, honesty, compassion, responsibility, and self-respect**

**B.social and emotional learning programs**

**1.self awareness-knowing strengths and weaknesses**

**2.handling emotions**

**3.motivation-having hope, having a goal, knowing that small manageable steps it takes to get to that goal and having the zeal and persistence to follow through**

**4.empathy-knowing how someone else feels**

**5.social skills-can be contagious once taught**

**C.special programs to benefit gifted students**

**-many schools are struggling to follow through with this due to the stress of standardized testing**

**D.conflict resolution**

**Peer mediation program-method for negotiating disputes and finding resolution that combines the needs of the parties in conflict instead of compromising those needs**

**V.creating safe, drug-free schools**

**-schools, communities, businesses, parents, and students have to work tougher to develop a disciplined environment where learning can take place**

**1.prevention programs-classroom strategies, gun buy back programs, public education campaigns**

**2.intervention programs-community law enforcement programs, gun market disruption and interception, diversion and treatment programs, gun courts, alternative schools**

**3.comprehensive initiatives**

**VI.emerging role of parents**

**-parents of minority children are vital links in the success of children at school**

**-the roles of family established during childhood help to maintain a sense of equilibrium**

**A.family-school connection**

**1.schedule daily homework time**

**2.read together**

**3.use TV wisely**

**4.keep in touch with the school**

**5.offer praise and encouragement**

**6.talk to teenagers**

**B.schools connecting with parents**

**1.encourage families and teachers to establish learning compacts**

**2.train school staff**

**3.design homework that engages parents in the process**

**4.give parents a voice in decisions**

**5.extend school hours**

**6.create parent resource centers**

**C.communties connecting parents and schools**

**1.contribute to the education of our next generation through volunteer time**

**2.play a role in supporting the development of children and their families**

**.support flexible scheduling time at work and offer special programs for parents**