ACCOMMODATING A BULLY PREVENTION PROGRAM FOR
STUDENTS WITH DISABILITIES

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S. Kile Taylor
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“Each one teach one” ~African Proverb

To Missi and Kaia – I love you and admire you daily.

To Sean – I am proud to call you my brother. Carbonation and Benujenay.

To Jim O. – Thank you for believing in me and teaching me how to do the same.

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To my students – It is an honor to serve you and learn with you.
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ABSTRACT

ACCOMMODATING A BULLY PREVENTION PROGRAM FOR STUDENTS WITH DISABILITIES

by

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Master of Arts in Education

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This project seeks to bridge the gap between the research on bullying amongst students with disabilities and best practices for creating access to an evidence-based bullying prevention program for students with disabilities. At this time, very little research on bullying has focused solely on students with disabilities. Students with disabilities have an increased risk for being bullied by typically developing peers. The intended audience for this project is teachers of fifth through eighth grade students with a variety of learning disabilities. Using students’ IEPs, the author accommodated an evidence-based bullying prevention program for a group of fifth through eighth grade students with a variety of learning disabilities.
CHAPTER I

ACCOMMODATING A BULLY
PREVENTION PROGRAM
FOR STUDENTS WITH
DISABILITIES

Purpose of the Project

The purpose of this project is to develop a Supplementary Manual with recommendations and protocols for accommodating a bully prevention program for students with disabilities. Specifically, this project focused on students with learning disabilities. As a special education teacher who serves students with disabilities between the grades of Kindergarten through eighth grade, the author also serves as the Bully Prevention Coordinator at the school where this project was developed. After a series of bullying incidents involving students with disabilities, the author wrote a grant for a bully prevention program at his school site. The project was funded and the author began rolling out components of the school-wide program. However, the author realized that the content, language, vocabulary, and structure of the student-centered component of this evidence-based program were not necessarily accessible to students with disabilities.

This project is significant because as noted later in the introduction, very little research has been done in regards to accommodating bully prevention programs for students with disabilities. This project sought to bridge the gap between the research on
bullying amongst students with disabilities and best practices for creating access to an evidence-based bully prevention program. The intended audience is fifth through eighth grade students with a variety of learning disabilities.

Bullying in schools is a worldwide problem (Smith et al., 1999). As a form of aggression that systematically abuses power (Smith & Sharp, 1994), bullying is pervasive amongst students in both general education and special education settings (van Roekel, Scholte, & Didden, 2010). The presence of bullying in United States schools is so significant that the National School Safety Center (NSSC) has referred to it as the most enduring and underrated problem in the United States School system (Beale 2001; Cantu & Heumann, 2000). Twenty-five percent of elementary and high school students and 40% of middle school students report being targeted by bullies at least one time a week (National Center for Education Statistics, 2003). Recent statistics show that 160,000 children in the United States choose to skip school every day in order to avoid being bullied by other students (Lumsden, 2002). Bullying has been identified as a major health risk to children as it has significant impact on students’ academic performance and emotional well-being (Cantu & Heumann 2000; Espelage & Swearer, 2003). A national survey conducted in 2001 revealed that approximately 30% of students had bullying experiences (Nansel et al., 2001).

Precipitators for bullying and victimization may include the acts of alienation that are deeply embedded in the social hierarchy the education system (Baker & Donelly, 2001). This alienation can lead to acts of violence carried out at school. According to Vossekuil, Fein, Reddy, Borum, and Modzeleski (2002), of the 41 perpetrators involved
in the 37 U.S. school shootings between 1974 and 2000, 71% of the shooters were victimized prior to their involvement in the school shooting.

While definitions for bullying differ, it can be characterized by three elements (Espelage & Swearer 2003; Marini, Fairbairn, & Zuber 2001; Nansel et al., 2001). First, bullying is an act that involves an imbalance of power whether perceived or real. This imbalance of power can be physical, social, or emotional amongst the perpetrator and the victim. Next, bullying is an act that seeks to intentionally cause physical or emotional harm to a victim. Finally, the bullying acts are repeated and occur over a period of days, months, or years.

Types of Bullying

According to Walker, Ramsey, and Gresham (2004), the U.S. Department of Education has identified four kinds of bullying: physical, verbal, relational, and sexual. Physical bullying includes aggressive shoving and fighting that is intentionally meant to do damage to an individual or an individual’s property. Verbal bullying includes the use of intimidating, abusive, or racist language that may begin as teasing but can turn into violent threats. Relational bullying is characteristic of intentional manipulation, rumor spreading, or intentional isolation meant to damage another individual’s relationships or reputation. Cyber bullying is a common example of relational bullying. Sexual bullying presents itself through sexually abusive language or actions. Sexual harassment is a common example of sexual bullying.
Participants

Perpetration and victimization of bullying involve most of the individuals within a school context (Espelage & Swearer, 2003). Typically, bullying incidents involve three different participants: the bully, the victim or target, and the bystander(s) (Marini et al., 2001; Olweus, 1993). Each participant’s role is integral in that it perpetrates, experiences, or reinforces the aggressive or violent behavior (Rose, Monda-Amaya, & Espelage, 2010).

Olweus (1993) defines bullies in three categories: aggressive bullies, anxious bullies, and passive bullies. An aggressive bully is characteristically violent in his or her behaviors and seeks domination over others. Anxious bullies may be victims of bullying who utilize bullying behaviors in order to resist victimization. Passive bullies are less violent and seek to support aggressive bullies due to personal insecurities.

Bullies are difficult to characterize because they may possess desirable and non-desirable personality traits such as impulsivity, low self-control, low academic ability or high academic ability, leadership skills, and the ability to manipulate both peers and adults (Nansel et al., 2001).

Victims or targets of bullying may be passive or provocative victims. They account for 80% to 85% of the targeted population (Olweus, 2003). Targets who are characteristically passive victims may have fewer social skills, be physically weaker, and have lower self-esteem and fewer friends (Nansel et al., 2001). Provocative victims become bullies as a result of being targeted by other bullies. Victims of bullying acquire traits such as internal and external behavior problems, poor interpersonal skills, and
reactionary aggression that may create lasting repercussions and adverse affects on their academic, social, and emotional development (Rose et al., 2010).

Bystanders may not be directly involved in the bullying action but serve to either reinforce the bully or support the victim (Marini, Koruna, & Dane, 2006). Bystanders assume roles on a continuum that includes roles such as followers, supporters, passive supporters, disengaged onlookers, possible defenders, and defenders. Followers actively occupy a role in bullying. Supporters openly reinforce the bully but do not actively engage while passive supporters condone the bullying without taking an obvious side. Disengaged onlookers observe but do not support the bully or the victim. Possible defenders do not support the bullying but do not try to stop it while defenders support the victim and will intervene to stop the bullying (Olweus, 2003).

Younger students and/or students that do not have developmentally appropriate verbal or social skills are more likely to choose physical forms of bullying. As verbal skills become more developmentally appropriate, bullies may choose to utilize less physical forms of bullying to other forms (Rose et al., 2010).

Bullying Amongst Students With Disabilities

Researchers have examined bullying amongst various subgroups within the school-wide context by comparing age, gender, and race. Research on the subgroup of students with disabilities may be misrepresented because it focuses on such subgroups as age, gender, and race. At this time, very little research on bullying has focused solely on students with disabilities (Rose et al., 2010).
Not only do students with disabilities have an increased risk for being bullied by typically developing peers (Pivak, McComas, & LaFlamme, 2002; Saylor and Leach, 2009; Whitney, Smith, & Thompson, 1994), but students with disabilities have higher teacher ratings for exposure to bullying incidents (both as targets and perpetrators) compared to general education students (Estell et al., 2009).

Factors such as location and percentage of time spent in and out of the general education settings are implicated as influential variables in the experience of bullying incidents. Some small positive benefits have been reported through inclusion settings where students with disabilities participate and access various coursework with typically developing peers (Lindsay, 2007). Researchers suggest inclusive settings may aid in the development of requisite social skills and improved academic development (Brown et al., 1987; Mishna, 2003). Similarly, inclusive settings may be responsible for increasing acceptance and reducing stereotypes of students with disabilities (Martlew & Hodson, 1991; Whitney et al., 1994). But as Martlew and Hodson (1991) point out, when students with disabilities are not fully included amongst their peers, an inclusive setting may serve to promote victimization. Other research on social outcomes through inclusion settings have reported that students with disabilities are less accepted and more rejected when compared to typically developing peers (Gresham & MacMillan, 1997; Nakken & Pijl, 2002). Poor social status may be implicated in increasing one’s risk of academic and behavior problems such as truancy, dropping out of education, and delinquency, (Coie, Terry, Lenox, & Lochman, 1995; Ollendick, Weist, Borden, & Green, 1992) and mental health problems in early adulthood (Roff, 1990). Non-inclusive settings may assuage some incidents of victimization but they may also remove opportunities for students with
disabilities to gain access to the experience of using suitable social skills (Mishna, 2003). At this time, more research is needed to determine the influence setting has on bullying experiences amongst students with disabilities.

Description of the Project

The project utilizes the Olweus Bully Prevention Program (OBPP) as a framework for educating students with disabilities about the presence of bullying within the campus and local communities because this is the same program utilized by the entire campus where the author teaches. According to Limber (2004), the OBPP has been shown to produce significant reductions in student reported incidents of bullying and isolation. Specifically, this Masters project focuses on the “Class Meetings” component of the program due to the fact that this particular component is student-centered with the teacher serving as a facilitator for subject matter covered within each meeting. The “Class Meetings” component of the program offers students a weekly opportunity to learn about and discuss the culture of bullying within the context of the campus, local, and global communities. Developing a Masters project on this component allowed the author to focus on the creating lessons that students would be able to access on a weekly basis.

Any similarity in wording between the Supplementary Manual and the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” is intentional in order to insure fidelity and careful alignment to the OBPP. The Supplementary Manual created through this project is not intended to serve as a stand-alone program but rather to be a supplement to “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8.” Users of this Supplementary Manual should first seek training from a
certified OBPP trainer and purchase the appropriate materials. Effectiveness of the OBPP is dependent on having appropriate training before using the Supplementary Manual.

As recommended by the OBPP, classroom meetings should occur on a weekly basis. Embedded within each classroom meeting are rules about how to behave and contribute to the meeting. Generally, the OBPP recommends holding weekly meetings for 20-45 minutes. After the initial four meetings when Class Meeting rules are discussed, the students are encouraged to generate appropriate topics for discussion related to bullying. These topics should be covered throughout the weekly meetings with the teacher facilitating the discussion instead of directing it solely.

The audience utilized to pilot this project is approximately 19 fifth through eighth grade students with a variety of learning disabilities who spend between 30-50% of their day receiving Special Education services within a Learning Center classroom. As previously stated, the intended audience is fifth through eighth grade students with a variety of learning disabilities.

This project is a Supplementary Manual for accommodating the school-wide Olweus Bully Prevention Program that may not be appropriate or accessible to students with disabilities. It is designed to be used with the OBPP’s “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual. The eight Class Meetings within the Supplementary Manual (see Appendix A) provide a point of reference and a sense of flow to support a teacher’s practice when accommodating Class Meetings for students with SLDs. Similar accommodations can be implemented across Class Meetings. The author acknowledges that the nature of special education is very diverse and tries to provide examples of accommodations without being overly prescriptive.
Significance of the Project

Limited research with diverging results has been done on bullying and its intersections with students with disabilities. Some research has found that students with disabilities are both frequent targets and frequent perpetrators of bullying. Students with disabilities who are more frequently targeted by bullies are more likely to be rejected by typically developing peers.

This project is significant because, as previously noted, very little research has been done in regards to accommodating bully prevention programs for students with disabilities. The creation of this Supplementary Manual was a response to what the literature has identified as a need in terms of bully prevention education that is accessible for students with disabilities.

The major contribution of this project is the creation of a Supplementary Manual that displays how a teacher may accommodate an existing bully prevention curriculum. The Supplementary Manual provides eight Class Meetings with specially accommodated language, materials, and structures for students with specific learning disabilities. Each Class Meeting was developed using a specified list of accommodations found within each student’s Individual Education Plan (IEP). These accommodations are necessary to fulfill each student’s IEP. This approach may be generalized to other students with disabilities because each student’s IEP has an accommodation page.

An accommodation page is found within each student’s IEP. The accommodation page lists strategies and supports that create access to academic and social experiences for a student throughout the school day.
Limitations of the Project

1. Sample size—Small sample size of approximately 19 students may place some limitation on the generalizability of any results.

2. Disability category—The project focuses on students with specific learning disability (SLD) given that SLDs are the most commonly (fifty percent of individuals) occurring disability receiving special education in the United States. The generalizability of certain accommodations may be specific to SLDs.

3. Time—The project and preliminary research were conducted during a semester. A longer period of research and development may produce a more comprehensive project.

Key Terms

**Accommodation**

Allows a student to complete the same assignment, test, or activity, with changes in timing, setting, format, scheduling, response, and presentation. An accommodation does not significantly change/alter what is measured on an assignment, test, or activity (PACER Center, 2001)

**Bullying**

Aggressive behavior that is intentional and that involves an imbalance of power. Most often, it is repeated over time (“Bullying Is a Serious Issue,” 2012).

**Individual Education Plan (IEP)**

A written statement of a student’s disability, strengths/interests, areas of concern, goals, related services, percentage of time in and out of general education,
supplementary aids, program accommodations and modifications (United States Department of Education, n.d.a).

**Perpetrator**

Individually who serve a role as a bully (Olweus, 2003).

**Special Education**

Specialized academic instruction designed for the unique needs of students with disabilities (National Dissemination Center for Children with Disability, 2013).

**Specific Learning Disability (SLD)**

A disorder related to difficulties processing information through reading, writing, and computing (United States Department of Education, n.d.b).

**Victim**

Individually who experience bullying as a victim (Olweus, 2003).
CHAPTER II

LITERATURE REVIEW

One of the most universal problems in America’s schools is bullying (Rose et al., 2010). Research indicates that students with disabilities occupy a role bullying more often than their typically developing peers (Estell et al., 2009). These students may be perpetrators or victims of bullying. Studies suggest that students experience more academic and social problems when they are involved in bullying perpetration and victimization (Estell et al., 2009). This review is intended to provide an overview of the common language used within the framework of bully prevention education. It is also the intention of this review to define the student characteristics related to bullying perpetration and victimization amongst students with disabilities. Research that relates to students with disabilities, typically developing peers, and educators will also be integrated. Additionally, this review aims to answer the following questions:

1. Are students with disabilities bullied more than typically developing peers?

2. What factors or characteristics of students with disabilities contribute to incidents of perpetrating bullying or being victimized by bullying?

3. What research has been done to identify modifications and accommodations necessary for adapting a bully prevention program for students with disabilities?
Bullying Behavior and Experiences Amongst Students With Disabilities

Bullying is a universal problem in the context of schools. (Smith et al., 1999). As a form of aggression that systematically abuses power (Smith & Sharp, 1994), bullying is pervasive amongst students in both general education and special education settings (van Roekel et al., 2010). The presence of bullying in United States schools is so significant that the National School Safety Center (NSSC) has referred to it as the most enduring and underrated problem in the United States School system (Beale 2001; Cantu & Heumann, 2000). Twenty-five percent of elementary and high school students and 40% of middle school students report being targeted by bullies at least one time a week (National Center for Education Statistics, 2003). Recent statistics show that 160,000 children in the United States choose to skip school every day in order to avoid being bullied by other students (Lumsden, 2002). Bullying has been identified as a major health risk to children as it has significant impact on students’ academic performance and emotional well-being (Cantu & Heumann 2000; Espelage & Swearer, 2003). A national survey conducted in 2001 revealed that approximately 30% of students experienced bullying (Nansel et al., 2001).

Precipitators for bullying and victimization may include the acts of alienation that are deeply embedded in the social hierarchy the education system (Baker & Donnelly, 2001). This alienation can lead to acts of violence carried out at school. According to Vossekuil et al. (2002), of the 41 perpetrators involved in the 37 U.S. school shootings between 1974 and 2000, 71% of the shooters were victimized prior to their involvement in the school shooting.
While definitions for bullying differ, it can be characterized by three elements (Espelage & Swearer 2003; Marini et al., 2001; Nansel et al., 2001). First, bullying is an act that involves an imbalance of power whether perceived or real. This imbalance of power can be physical, social, or emotional between the perpetrator and the victim. Second, bullying is an act that seeks to intentionally cause physical or emotion harm to a victim. Third, the bullying acts are repeated and occur over a period of days, months, or years.

Types of Bullying

According to Walker et al. (2004), the U.S. Department of Education has identified four kinds of bullying. These four kinds of bullying manifest as physical, verbal, relational, and sexual.

Physical bullying includes aggressive shoving and fighting that is intentionally meant to do damage to an individual or an individual’s property. Verbal bullying includes the use of intimidating, abusive, or racist language that may begin as teasing but can turn into violent threats. Relational bullying is characteristic of intentional manipulation, rumor spreading, or intentional isolation meant to damage another individual’s relationships or reputation. Cyber bullying is a common example of relational bullying. Sexual bullying presents itself through sexually abusive language or actions. Sexual harassment is a common example of sexual bullying.

Participants in Bullying

Perpetration and victimization of bullying are prevalent across the majority of the school population (Espelage & Swearer, 2003). Typically, bullying incidents involve
three different participants: the bully, the victim or target, and the bystander(s) (Marini et al. 2001; Olweus, 1993). Each participant’s role is integral in that it perpetrates, experiences, or reinforces the aggressive or violent behavior (Rose et al., 2010).

Olweus (1993) defines bullies in three categories: aggressive bullies, anxious bullies, and passive bullies. Aggressive bullies are characteristically violent in their and seek domination over others. Anxious bullies may be victims of bullying who utilize bullying behaviors in order to resist victimization. Passive bullies are less violent and seek to support aggressive bullies.

Bullies are difficult to characterize because they may possess desirable and non-desirable personality traits such as impulsivity, low self-control, low academic ability or high academic ability, leadership skills, and the ability to manipulate both peers and adults (Nansel et al., 2001).

Victims or targets of bullying are classified as either passive or provocative victims and constitute 80% to 85% of the targeted population (Olweus, 2003). Passive victims may have fewer social skills, be physically weaker, and have lower self-esteem and fewer friends (Nansel et al., 2001). Provocative victims become bullies as a result of being targeted by other bullies. Victims of bullying acquire traits such as internal and external behavior problems, poor interpersonal skills, and reactionary aggression that may have long-term consequences along with adverse affects on academic, social, and emotional development (Rose et al., 2010).

Bystanders may not be directly involved in bullying actions yet they reinforce the bully or support the victim (Marini et al., 2006). Bystanders assume roles on a continuum that includes roles such as followers, supporters, passive supporters,
disengaged onlookers, possible defenders, and defenders. Followers actively occupy a role of engagement in bullying after initiation of bullying behavior begins. Supporters openly (verbally) reinforce the bully but do not actively engage while passive supporters support the bully without taking an obvious side. Disengaged onlookers observe but do not support the bully or the victim. Possible defenders do not support the bullying but do not try to stop it while defenders support the victim and will intervene to stop the bullying (Olweus, 2003).

Younger students and/or students that have developmentally appropriate verbal or social skills tend to exploit physical forms of bullying. As verbal skills become more developmentally appropriate, bullies may choose to utilize other forms of bullying and rely less on physical forms of bullying (Rose et al., 2010).

Bullying Amongst Students With Disabilities

Researchers have examined bullying amongst various subgroups within the school-wide context by comparing age, gender, and race. Research on the subgroup of students with disabilities may be misrepresented. Researchers have not closely examined bullying amongst students with disabilities (Rose et al., 2010).

However, is known from the limited research that students with disabilities have a higher propensity for being bullied by typically developing peers (Pivak et al., 2002; Saylor & Leach, 2009; Whitney et al., 1994). When surveyed on perceptions of bullying behavior amongst students, students with disabilities have higher teacher ratings for bullying as targets and perpetrators compared to general education students (Estell et al., 2009).
Factors such as location and percentage of time spent in and out of the general education settings are implicated as influential variables in the experience of bullying incidents. Some small positive benefits have been reported through inclusion settings where students with disabilities participate and access various coursework with typically developing peers (Lindsay, 2007).

Researchers suggest inclusive settings may aid in the development of requisite social skills and academic development (Brown et al., 1987; Mishna, 2003). Similarly, inclusive settings may be responsible for increasing acceptance and reducing stereotypes of students with disabilities (Martlew & Hodson, 1991; Whitney et al., 1994).

Conversely, an inclusive setting may promote victimization if students with disabilities are not generally accepted within peer groups (Martlew & Hodson, 1991). To support this, other research on social outcomes through inclusion settings has reported that students with disabilities tend to be outcast when compared to typically developing peers (Gresham & MacMillan, 1997; Nakken & Pijl, 2002). Poor social status may be implicated in increasing one’s risk of academic and behavior problems such as truancy, dropping out of education, delinquency (Coie et al., 1995; Ollendick et al., 1992), and deficiencies in mental health as young adults (Roff, 1990). Non-inclusive settings may assuage some incidents of victimization but they may also remove opportunities for students with disabilities to learn, practice, and be reinforced while discovering social skills (Mishna, 2003).

At this time, the role inclusion plays is unclear. The research suggests that inclusion presents both positive and negative factors as it relates to risks associated experiencing bullying. Further research is needed to determine if bullying is attributable.
to characteristics of a disability or the restrictiveness of the educational placement (Rose et al., 2010).

Perpetration

Research that examines bullying and its prevalence across specific disability categories finds that individuals with Autism Spectrum Disorder (ASD) may bully others due to aggressive behavior (Matson & Nebel, 2007; McClintock, Hall, & Oliver, 2003). When individuals with ASD have Attention-Deficit/Hyperactivity Disorder (ADHD), they have a higher likelihood to bully compared to typically developing peers (Montes & Halterman, 2007).

One factor that may explain this increased rate of bullying is that adolescents with ASD have a deficiency in the ability to interpret social cues (Frith & Hill, 2004) making them unaware of the consequences of their bullying behavior. Deficiencies in Theory of Mind (ToM) may be implicated in the lack of awareness. ToM is the ability an individual possesses to recognize beliefs and desires as a means of justifying and predicting different behaviors in one’s self and in others (Baron-Cohen, 2000). Deficits in ToM make it difficult for individuals with ASD to understand the feelings and behaviors of individuals other than themselves (Repacholi & Slaughter, 2003).

Children who have been diagnosed with specific learning disabilities may participate in the bullying continuum as both bullies and victims (Flynt & Collins-Morton, 2004). Children with specific learning disabilities may have developmentally inappropriate social skills. These may lead to their being ostracized by typically developing peers. Due to their increased risk for behavior problems, children with
learning disabilities may be more inclined to present aggressive and anti-social behaviors which may lead to bullying others (Cullinan, 2002).

A disconnect is evident amongst teachers when it comes to their awareness of bullying and subsequent ability to intervene effectively. Teachers may be more inclined to intervene with physical bullying instead of verbal or relational bullying because these forms are less observable (Bauman & Del Rio, 2006; Ellis & Shute, 2007). Verbal and relational forms of bullying may also be perceived as less violent and victimizing. When definitions of bullying are unclear or inconsistent, teachers may view certain forms of bullying as less severe than they truly are (Bauman & Del Rio, 2006). As previously stated, more research must be conducted to determine if bullying is attributable to characteristics of a disability or the restrictiveness of the educational placement. (Rose et al., 2010).

Victimization

Research indicates that students with disabilities have a higher likelihood of being bullied when compared typically developing peers with some studies reporting victimization rates of 50% or greater (Marini et al., 2001; Norwich & Kelly, 2004). In a study yielding similar results, Doren, Bullis, and Benz (1996) discovered that over 50% of students with learning disabilities, intellectual disabilities, speech-language disabilities, or autism reported that they were physically or verbally bullied.

Students with severe disabilities in non-inclusive settings are more frequently targeted than students with disabilities in more inclusive settings (Kaukiainen et al., 2002). Whitney et al. (1994) found that noticeable differences increase one’s disposition
for being victimized. They found that students with cognitive disabilities were 2 to 3 times more likely to be bullied non-disabled peers and that students with observable disabilities were 2 to 4 times more likely to be victimized. More broadly, student characteristics such as poor social skills and problematic behavior traits may be factors contributing to a student’s bullying experiences (Kaukiainen et al., 2002). Research shows that individuals with Asperger’s Syndrome (AS) are bullied more regularly and more frequently than peers (Wainscot, Naylor, Sutcliffe, Tantam, & Williams, 2008) due to slower motor skills, having less stamina, and unsteady gaits (Flynt & Collins-Morton, 2004).

Children with intellectual disability (ID) are frequently bullied. Due to poor social filters for reading social cues such as knowing when a dangerous situation is developing and other characteristic traits such as low self-esteem, motor skill deficiencies, and other health impairments, children with intellectual disability are easy targets for bullying (Flynt & Collins-Morton, 2004).

According to Whitney et al. (1994), 55% of students with mild learning disabilities and 78% of students with moderate learning disabilities experienced bullying compared to only 25% of typically developing peers. These students along with students diagnosed with ADHD consistently report more incidents of bullying compared to non-disabled peers (Baumeister, Storch, & Geffken, 2008; Humphrey, Storch, & Geffken, 2007).
Implications

While large-scale research studies are potentially valuable in helping increase awareness about bullying and appropriate interventions, it is widely proposed that various sub-groups be included within these studies (Rose et al., 2010). The aggregate data from these large-scale research studies may aid in the intervention and prevention of bullying amongst populations that have historically been overlooked.

Comprehensive, research-supported school-wide bully prevention programs are thought to be most effective in counteracting the incidents of bullying. It is suggested that intervention strategies within these bully prevention program may not be appropriate for all students with disabilities (Rose et al., 2010). Thus a suggestion for further research would be to include developmentally appropriate interventions and/or accommodations for students with disabilities who experience bullying as bullies and/or victims.

Summation

While it is noted that more research needs to be conducted in this field, findings are generally consistent in suggesting students with disabilities experience and participate in bullying more than their typically developing peers. Factors such as severity of disability and type of disability have been found to influence risk for perpetration and victimization. Students who have social skills deficits, behavior problems, few friends, and low peer acceptance are susceptible to being targets of bullying victimization. According to Rose et al. (2010),

Students with higher incidence disabilities experience less victimization than students with more severe cognitive or physical disabilities. Those in special classes or segregated schools appear to be victimized more often than students with and
without disabilities in inclusive settings. Victimization also may be exacerbated by individual character traits or an inability to effectively interpret social cues. (p. 125)

Due to the severity of the consequences that are associated with bullying and victimization, development and implementation of effective school-wide programs is crucial. Within school-wide programs, population specific interventions and supports must be developed and implemented to address the needs of various sub-populations such as students with disabilities.
CHAPTER III

METHODOLOGY

A year prior to the development of this project, the author received training in the Olweus Bully Prevention Program. This training provided a comprehensive overview of the OBPP components and the culture of bullying on local and global scales.

After a year of facilitating Class Meetings with students with disabilities, the author decided to develop a Supplementary Manual to accommodate the first eight Class Meetings within the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual. Students the author serves did not seem to be accessing the Class Meetings as they were presented within the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual. The lack of opportunities for reviewing previously learned concepts, incomprehensible language used, amount of language used, and structure of activities did not lend themselves to creating access to the topics covered within the Class Meetings. Additionally, the decision to develop a Supplementary Manual with accommodated Class Meetings was supported by the research of Rose et al. (2010), which confirmed that very few bully prevention programs have been designed with accommodations for students with disabilities.
Contents of the Supplementary Manual

The recommendations and accommodations set forth in this Supplementary Manual are intended to serve as a guideline not a strict protocol. Some of the recommendations and accommodations within the Supplementary Manual can be generalized across populations of students with disabilities while others are specific to those with SLDs. This Supplementary Manual was designed to be used with students with SLDs in grades 6-8.

The eight Class Meetings in Appendix A are accommodated versions of the eight Class Meetings within “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”. Within the Supplementary Manual, the user will find accommodated supplementary materials such as worksheets and examples of a variety of accommodations utilized for each Class Meeting.

Each Class Meeting in the Supplementary Manual contains the Category number, Grades, Topic, Class Meeting Title, page numbers, and Class Meeting number as they correspond to the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual. This serves to correctly reference Class Meetings between the Supplementary Manual and the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual. For example, Class Meeting 1 of 8 in the Supplementary Manual corresponds to the Class Meeting 1 in the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual.

At the beginning of the Supplementary Manual (see Appendix A), the user will find an Accommodation Matrix. This spreadsheet lists accommodations available for students with disabilities and it corresponds with the accommodation and modification
This Accommodation Matrix was used by the author to tally the number of each accommodation documented within each student’s IEP. The author used this list with tally marks to begin designing accommodated Class Meetings.

Any accommodated materials such as graphic organizers, tables, or worksheets, or activities that were developed for each Class Meeting are included in the Supplementary Manual. The accommodated versions of these materials may provide a different layout, more comprehensible language, larger font, or fewer questions compared to the materials provided within the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual.

Also included within each accommodated Class Meeting in the Supplementary Manual is an Accommodation List. This Accommodation List provides examples of accommodations the author utilized in order to create and facilitate the Class Meetings provided within the Supplementary Manual. Each accommodation listed on the Accommodation List is defined in terms of how the author utilized the accommodation within the Class Meeting.

A blank Accommodation List is included for the users of the Supplementary Manual (see Appendix A). The purpose of this document is to track the list of accommodations utilized within each Class Meeting and to document examples of the implemented accommodations. Users of this Supplementary Manual may find that certain accommodations are utilized within each Class Meeting. Attention should be paid to
these accommodations, as they may be particularly helpful in creating access for learners with disabilities.

Design

To begin designing accommodated Class Meetings, the author used the accommodation sheet within each student’s IEP to track accommodations that were similar across the student population who had access to the accommodated program. The author highlighted each accommodation noted on students’ IEPs as these would be used to develop the Accommodation Master Chart.

The author created an Accommodation Master Chart (see Appendix A) that noted the type and number of each accommodation represented for each student within the group. These accommodations were counted and tallied on the Accommodation Master Chart to provide a visual representation of the occurrence of each particular accommodation across the student population. The author used the Accommodation Master Chart to guide instructional decisions with the goal of increasing accessibility of Class Meetings for the student population.

Using the Accommodation Master Chart as a guide, the author began to accommodate Class Meeting materials provided with the program. The rationale for accommodating classroom meetings within the OBPP “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual is to extend accommodations set forth in each student’s IEP that should be implemented on a daily basis throughout all academic instruction at school. For example, the author rewrote portions of the classroom meeting script, selected more developmentally appropriate content for the meeting, and
chose vocabulary that was similar but more comprehensible for the students. Other accommodations involved providing visual aids, reviewing rules and content covered during the previous week’s meeting or adjusting the pace so that students were accessing the content before moving on to new content. See Appendix A for specific examples for various accommodated Class Meetings provided within the Supplementary Manual.

The author conducted the Class Meetings using the Supplementary Manual (see Appendix A) with 19 sixth-eighth graders once a week for eight weeks. Class Meetings lasted approximately 45 minutes. Prior to each Class Meeting, the author completed the accommodated version of the Class Meeting as it appears in Appendix A. The author decided to create worksheets, graphic organizers, and visual aids to serve as supplements for the Class Meetings. Creating a table for students alleviated confusion and decreased on time spent copying the table from the board. For learners with attention/visual/spatial deficiencies, this provided an organized format for completing the assignment within the Class Meeting. These accommodated materials communicated clearer directions and expectations and provided a more organized level of presentation for the students.

The author also collected notes during and after the meeting on student responses to the material covered with each Class Meeting and noted the kinds of accommodations implemented throughout the Class Meeting on the Accommodation List. See Appendix A for an example.

Next, the author provided specific examples of the accommodations as they applied to each Class Meeting. Users will find that many of the accommodations utilized throughout each Class Meeting can be generalized across different disability categories.
The author found that many of the suggested accommodations listed are present throughout each of the eight Class Meetings within the Supplementary Manual. The function of these accommodations may serve different purposes depending on the structure and organization of each Class Meeting. For example, checking for understanding is an accommodation that the author utilized throughout each Class Meeting because all students require this in order to access content. As an accommodation, checking for understanding may be very similar across several Class Meetings but may also be used uniquely in some Class Meetings depending on the content and type of disabilities presented in the classroom.

The author utilized qualitative classroom data as a means of determining how students were responding to accommodations within the Class Meetings. This data was represented through notes collected during and following each Class Meeting. This data was collected within a journal and within the first page of each Class Meeting. This data, along with the Accommodation List, helped drive future decisions about accommodating Class Meetings.

Using the first page of each Class Meeting allowed the author to note student responses to specific discussion questions or student responses represented within the activities for each Class Meeting. Although students were given the first page of each accommodated Class Meeting, the author facilitated the discussion questions and took notes of student responses. This allowed students access to the Class Meeting content and utilized accommodations such as note-taking assistance, repeating and rephrasing directions, and accepting verbal responses instead of written responses to answer discussion questions.
Class Meeting journal notes documented Class Meeting content covered, concerns about how the students responded, and activities used to convey the content. The author gathered this information by answering the following prompts after each Class Meeting within the journal:

1. Class Meeting information (number, title, date, time)
2. What resources were used to develop/facilitate this Class Meeting?
3. What worked? What did not work?
4. Is any follow-up needed?

Additionally, group discussions and student presentations using visual aids, picture boards, or other media provided the author with qualitative classroom data related to student comprehension of the Class Meeting topics. Some of these group discussions and student presentations covered Class Meeting topics about Class Meeting rules, School Rules Against Bullying, or the statistics behind incidents of bullying within the campus community.

Suggestions

After implementing the Class Meetings with accommodations, the author recommends facilitating Class Meetings with 10 or fewer students with SLDs. This will increase the amount and quality of student to student and student to teacher interaction.

The author also recommends using the Accommodation List to track the accommodations used within each Class Meeting. This list may provide a pattern of valuable data for the development and implementation of accommodations throughout future Class Meetings.
Finally, the author recommends receiving training on the OBPP. This training was critical to the development of a Supplementary Manual that offers fidelity and continuity to the “Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8” manual.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Bullying in schools continues to be a worldwide problem (Smith et al., 1999). As a form of aggression that systematically abuses power (Smith & Sharp, 1994), bullying is pervasive amongst students in both general education and special education settings (van Roekel et al., 2010). The presence of bullying in United States schools is so significant that the National School Safety Center (NSSC) has referred to it as the most enduring and underrated problem in the United States School system (Beale 2001; Cantu & Heumann, 2000).

As previously stated, very little research has been done on accommodating bully prevention programs for students with specific learning disabilities. This project is significant in that it provide a supplementary manual to use with an evidence based bully prevention program as a means of increasing accessibility of content for students with specific learning disabilities.

The purpose of this project was to develop a supplementary manual with recommendations and protocols for accommodating a bully prevention program for students with disabilities. Specifically, this project focused on students with learning disabilities. As a special education teacher who serves students with disabilities between
the grades of Kindergarten through eighth grade, the author also serves as the Bully Prevention Coordinator at the school where this project was developed. This supplementary manual may be used with the Olweus Bully Prevention Classroom Meetings Manual for grades 6-8.

It should be noted that the Supplementary Manual may be used by both general and special education teachers when conducting Classroom Meetings.

This project is intended to be used by new teachers (approximately 1-3 years of teaching experience) in both general and special education settings but may also benefit more experienced educators who seek to teach bully prevention strategies to students with disabilities.

This project was significant because as previously noted very little research has been done in regards to accommodating bully prevention programs for students with disabilities. This project sought to bridge the gap between the research on bullying amongst students with disabilities and best practices for creating access to an evidence-based bully prevention program.

To do this, the author accommodated the Class Meetings component of the Olweus Bully Prevention Program (OBPP). For this project, the OBPP had been implemented the previous year. During that time, the author determined that the Class Meetings component was inaccessible for students with specific learning disabilities.

Using the list of accommodations found within each student’s IEP, the author developed an Accommodation Master List (see Appendix A) as a way to track the number of each accommodation listed within the IEP. The accommodations with the greatest number of tallies served to guide the development of eight accommodated Class
Meetings that cover the first eight Class Meetings found within the “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” manual developed by the OBPP. These eight accommodated Class Meetings serve as the basis for this project and can be found within the Appendix A under Class Meetings Grades 6-8: Supplementary Manual.

The author accommodated the first eight class meetings within Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8. These Class Meeting Supplements provides future users with a significant framework for understanding the practice of implementing IEP accommodations for the Class Meetings that follow Class Meeting 8.

The author developed and implemented each of these accommodated Class Meetings. Provided within Appendix A are the supplementary materials developed by the author. Examples of listed accommodations and how the author utilized the accommodated materials are given. Also included in the appendix is a blank accommodation template to be used by both general and special education teachers to serve as documentation of IEP accommodations and as data collection for teacher self-assessment. This assessment data may be used to drive decision-making about the effectiveness for the implemented accommodations.

Conclusions

Not only do students with disabilities have an increased risk for being bullied by their typically developing peers (Pivak et al., 2002; Saylor & Leach, 2009; Whitney et al., 1994) but students with disabilities have higher teacher ratings for perpetrating acts of bullying compared to general education students (Estell et al., 2009).
This project sought to respond to the lack of research on accommodating bully prevention programs for students with specific learning disabilities. This project is significant in that it resulted in the development of a supplementary manual to use with an evidence-based bully prevention program as a means of increasing accessibility of content for students with specific learning disabilities.

The author identified some themes in accommodations across the eight classroom meetings within Appendix A. These accommodations include: checking for understanding, instructions/directions repeated/rephrased, presentation of one task at a time, cues/prompts/reminders of rules and procedures, and the use of visual aids such as posters. Additionally, other thematic accommodations include: special projects or alternative assignments in lieu of assignments given to non-disabled peers, reduced/shortened tests/assignments/tasks, a setting free from visual distractions, a quiet environment, and work in a small groups. Upon looking ahead to future classroom meetings within the Class Meetings That Matter: A Year’s Worth of Resources For Grades 6-8, the author anticipates that these future classroom meetings will require a similar set of accommodations.

Recommendations

The importance of implementing a variety of accommodations when working with students with disabilities cannot be overstated. Implementing these accommodations throughout a bully prevention program is both relevant and ethical. Tracking and documenting the use of these accommodations allows the teacher to gather data about the relationship between implemented accommodations and student response to the content.
While it may not always be feasible, the author recommends facilitating Class Meetings with no more than 10 students with disabilities. This allows for increased student-to-student and student-to-teacher interactions and allows students deeper opportunities to navigate the content. If possible, teaming up with a paraprofessional or other support provider may allow for an increased ability to manage students’ needs throughout the Class Meeting.

It is necessary for users of this Supplementary Manual to seek out and undergo training with an OBPP certified trainer in order to understand the sequence and philosophy behind the program. Additionally, the author recommends holding Class Meetings with the frequency and consistency outlined in the OBPP guidelines.

As is important to any effective teaching practice, the author recommends identifying a need and developing a plan to support that need. In the case of this project, the author responded to the needs of students with disabilities by accommodating the Class Meetings component of the OBPP in order to create access to the material covered within the meetings.

It is the hope of the author that the users of this Supplementary Manual are able to create access while teaching and reinforcing student rights and expectations throughout these Class Meetings. Creating a common value system by teaching and reinforcing student rights and expectations as they are explicitly taught within the context of Class Meetings may help to foster tolerance of diversity across the student population. This may empower students to speak out against the inequities and injustices that are created within a culture of bullying.
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REFERENCES


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What have we learned and where do we go from here? *School Psychology

with exceptionalities and the peer group context of bullying and victimization


APPENDIX A
How to Use the Supplementary Manual for “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”

This manual was designed to be used with students with learning disabilities (SLDs) in grades 6-8. The recommendations and accommodations set forth in this Supplementary Manual are intended to serve as a guideline not a strict protocol. Some of the recommendations and accommodations can be generalized across populations of students with disabilities while others are specific to those with SLDs. The users of this manual should adapt the recommendations and accommodations to meet the needs of the learners they are serving.

The eight Class Meetings in this Appendix are accommodated versions of the eight Class Meetings within “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” (Crocker Flerx et al., 2009). Within the Supplementary Manual, the user will find accommodated supplementary materials such as worksheets and examples of a variety of accommodations utilized for each Class Meeting.

The author highly recommends being trained by an Olweus Bully Prevention Program certified trainer in order to insure the highest degree of program fidelity when implementing this bully prevention program. As previously stated, this Supplementary Manual is not intended to be used as a stand-alone program or resource. This Supplementary Manual is intended to be used as a supplement to the OBPP “Classroom Meetings Manual for Grades 6-8.” Any similarity in wording between the
Supplementary Manual and the OBPP “Classroom Meetings Manual for Grades 6-8” is intentional. This serves two purposes:

1. The author seeks to preserve the general idea of each Class Meeting in order to insure program fidelity

2. Users can reference back and forth between manuals and make accommodations as needed.

Reference

Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Team-Building among Students

“Do I Know You?”

Pages 15-19

Classroom Meeting 1 of 8

Student Interview Form

Directions: Ask your partner the questions then write down his or her answer.

1. What do you enjoy most about your vacations away from school?

2. What kinds of animals or pets do you like most?

3. What kinds of music do you enjoy?

What is your favorite singer or musical group?

What is your favorite song?

4. What kind of job do you want to do when you grow up
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Team-Building among Students

“Do I Know You?”

Pages 15-19

Classroom Meeting 1 of 8

Accommodations List:

1. Check for understanding
   - Ask students to identify where the “School Rules Against Bullying” and “Classroom Meeting Rules” are located in the classroom
   - Ask students to list the “School Rules Against Bullying”?
   - Ask students to list the “Classroom Meeting Rules?”
   - After explaining to students that they would interview a partner and record responses on the “Do I Know You” Student Interview Form, ask students to explain to their partner the directions for the activity.

2. Instructions repeated/rephrased
   - Review “School Rules Against Bullying” and “Classroom Meeting Rules” covered in previous lessons.
   - Consider alternative vocabulary listed on page 19 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.
   - Students repeat directions for the activity to their partner.

3. Present one task at a time
   - Review previously learned rules
-Place students into predetermined groups

-Explain the activity

-State the Learner Outcome page 16 in “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”

-List 1 new thing they learned about their partner

-Using the projector, model how to ask questions and record responses on the

**Student Interview Form**

4. Cues/reminders of procedures

-Place **Student Interview Form** on the projector and model how to ask questions and record responses.

5. Directions given orally

-Read directions for the assignment aloud to the students

-Ask students to restate directions for the assignment to a partner

6. Visual aids/posters

-Use posters with rules listed and picture icons next to each rule.

-Place **Student Interview Form** on the projector and model how to ask questions and record responses.

7. Tests/assignments shortened

-Select 4 questions from the list on page 17 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”. Some students may be prompted to complete only 2-3 of these questions.

-**Student Interview Form** includes questions so that students do not have to spend time copying questions from the board.
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Team-Building among Students

“Do I Know You?”

Pages 15-19

Classroom Meeting 1 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Team-Building among Students

“Create Your Own”

Pages 20-22

Classroom Meeting 2 of 8

Date:

“Create Your Own”

Directions: Using only the cardboard, scissors, and strip of tape provided create the tallest structure possible then measure it. Record the height on this worksheet. Draw a picture of the structure on the back of this paper.

Height: ____________________________________________

Width:______________________________________________

1. What was the biggest challenge of the activity?

2. What things helped you to work together as a team?

3. What things didn’t help your work together as a team?
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Team-Building among Students

“Create Your Own”

Pages 20-22

Classroom Meeting 2 of 8

Date:

Accommodations List:

1. Check for understanding
   
   - Ask students to identify where the “School Rules Against Bullying” and “Classroom Meeting Rules” are located in the classroom
   
   - Ask students to list the “School Rules Against Bullying”? 
   
   - Ask students to list the “Classroom Meeting Rules?”
   
   - Begin by relating the concept of team-work to a sports team that works together to accomplish a goal. Next, explain the activity for the “Create Your Own” classroom meeting by showing the cardboard, scissors, and tape materials the students would be using to build the tallest tower possible.
   
   - After the activity is complete, ask students to tell their teammates in their own words and/or show them using pictures what the activity was and what it focused on.

2. Repeat/rephrase directions
   
   - Review “School Rules Against Bullying” and “Classroom Meeting Rules” covered in previous lessons.
-Consider alternative vocabulary listed on page 22 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.

-Students repeat directions for the activity to their partner.

3. Cues/prompts/reminders of rules/procedures

-Throughout the activity, remind student groups to work as a team to construct the tallest tower possible using only the materials provided at the beginning of the meeting.

4. Present one task at a time

-Review previously learned rules

-Place students into predetermined groups of 3-4 students

-Explain the activity and how to use the materials provided

-Explain the Learner Outcome on page 20 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”

  -show positive ways of being a responsible leader

5. Directions given orally

-Read aloud directions for the assignment to the students

-Ask students to restate them to their partner

6. Questions rephrased/repeated

-Shorten and/or rephrase the three discussion questions on page 21 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.

-Repeat questions for students throughout the activity
7. Note taking assistance
   - Record student responses to the discussion questions when students share their answers with the whole group at the end of the meeting.

8. Visual aids
   - Use posters with rules listed and picture icons next to each rule.

9. Manipulatives
   - Provide students with cardboard, scissors, and tape to practice/explore the concept of team-building.

10. Assignment shortened
    - Predetermine the selection of 1 or 2 of the Opening Activities on page 21 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” as to avoid overwhelming students with too many choices or activities that may be too abstract.
    - Select one of three Learner Outcomes on page 20 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.
    - Choose two to three of the seven Discussion Questions on page 21 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” as appropriate for students’ needs/abilities.
Category 1 – Building a Positive Classroom Climate

Gades 6-8

Topic: Team-Building among Students

“Create Your Own”

Pages 20-22

Classroom Meeting 2 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Directions: Using the information on the board, create a poster about bullying at our school. One way to promote bully prevention in our school is through art. With your partner, create a bully prevention poster that includes one fact about bullying at our school.

1. Why do students bully each other?

2. When is peer pressure a negative thing?

3. When is peer pressure a positive thing?
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: How Your Class Can Influence Others in a Positive Way

“Stopping Bullying Starts Here”

Pages 23-26

Classroom Meeting 3 of 8

Date:

Accommodations List:

1. Check for understanding

   - Ask students to identify where the “School Rules Against Bullying” and “Classroom Meeting Rules” are located in the classroom
   - Ask students to list the “School Rules Against Bullying”?
   - Ask students to list the “Classroom Meeting Rules?”
   - Explain the term “peer pressure” and both negative and positive connotations of the word. Give examples of negative and positive “peer pressure” then ask students to identify and discuss positive and negative examples of peer pressure within their groups.
   - After explaining four forms of bullying, ask students to give examples of physical, relational, verbal, and cyber bullying.
   - After reviewing data from the Olweus Bully Prevention Questionnaire (OBPQ) results and explaining the activity, ask the students to explain the activity to their partners and how to use the OBPQ results in their poster.
2. Instructions repeated/rephrased

- Review “School Rules Against Bullying” and “Classroom Meeting Rules” covered in previous lessons.

- Consider alternative vocabulary listed on page 26 “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.

- Students repeat directions for the activity to their partner.

3. Present one task at a time

- Review previously learned rules

- Place students into predetermined groups of 3-4 students

- Explain the activity and how to use the materials provided to create a poster highlighting a statistic from the OBPQ results and/or a School Rule Against Bullying.

- Explain the Learner Outcomes
  - Describe forms of bullying
  - Describe how peer pressure can cause/prevent bullying

4. Visual aids

- Use posters with rules listed and picture icons next to each rule.

- Show students an example of a Public Service Announcement (PSA) video to support connection to the activity of creating a PSA poster using data from the OBPQ results.

5. Questions given orally

- Read aloud questions for the assignment to the students and ask students to restate them to their partners.
6. Questions on assignments repeated/rephrased
   - Select one of five Discussion Questions on page 25 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” and one of the Learner Outcomes on page 23 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.

7. Preferential seating
   - Place students in groups of 3-4.

8. Prompts/cue/reminders of procedures/rules
   - Throughout the activity, remind student groups to work as a team to create a PSA poster using the data from the OBPQ results.
   - Give prompts to work as a team as necessary.
   - Give reminders of “Classroom Meeting Rules” as necessary.

9. Note taking assistance
   - Record student responses to Discussion Questions found on page 25 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” on the “Stopping Bullying Starts Here” Worksheet.
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: How Your Class Can Influence Others in a Positive Way

“Stopping Bullying Starts Here”

Pages 23-26

Classroom Meeting 3 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Building a Positive Classroom Environment

“Bullying Behaviors in Me and You”

Pages 27-30

Classroom Meeting 4 of 8

Date:

Scenario Sheet

Directions: Follow along as the teacher reads each situation. Decide if the situation is bullying or not bullying and place a marker in the square. If you are not sure, place a marker in that square.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Bullying</th>
<th>Not Bullying</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends call each other names and laugh about it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You hear someone call another student a nasty name.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your friend are pushing each other during P.E.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Building a Positive Classroom Environment

“Bullying Behaviors in Me and You”

Pages 27-30

Classroom Meeting 4 of 8

Date:

Accommodations List:

1. Visual aids

   - Use posters with rules listed and picture icons next to each rule.

   - Place the Scenario Sheet on the projector and model how to use information from
     the scenario column to identify a response for bullying behavior.

2. Checking for understanding

   - Ask students to identify the location of “School Rules Against Bullying” and
     “Classroom Meeting Rules” within the classroom

   - Ask students to list the “School Rules Against Bullying”?   

   - Ask students to list the “Classroom Meeting Rules”?   

   - After explaining to students that they should listen to and/or read along with the
     various situation on their Scenario Sheet and place a colored Post-It in the square
     that identifies the situation as bullying, not bullying, or not sure, ask students to
     explain the directions to their group members.

3. Repeat/rephrase instructions
-Read the following directions aloud: “Follow along as the teacher reads each situation. Decide if the situation is bullying or not bullying and place a marker in the square. If you are not sure, place a marker in that square.”

4. Preferential seating
   - Place students in groups of 3-4.

5. Note taking assistance
   - Distribute and model how to use Scenario Sheet for identifying examples of “Bullying Behaviors in Me and You”
   - Record responses during Discussion Questions

6. Reminders of rules/procedures
   - Give reminders for placing Post-It markers on the Scenario Sheet that corresponded with choice for identifying type of bullying behavior and a reminder of possibly selecting more than one square for each scenario.

7. Questions given orally
   - Scenarios listed in Opening Activity on page 28 in “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” should be given orally versus written on the board for students to copy. These are listed as “situations” on the Scenario Sheet.
   - Ask students to explain why they identified each situation as either bullying, not bullying, or unsure.

8. Assignment shortened
   - Choose approximately two of the eight Discussion Questions on page 29 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.
-Choose three of five scenarios chosen from the list on page 28 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.
Category 1 – Building a Positive Classroom Climate

Grades 6-8

Topic: Building a Positive Classroom Environment

“Bullying Behaviors in Me and You”

Pages 27-30

Classroom Meeting 4 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Category 2 – Identifying Feelings

Grades 6-8

Topic: Empathy for Others

“Empathy for Strangers and Friends”

Pages 31-35

Classroom Meeting 5 of 8

Date:

**Empathy Worksheet**

Directions: Follow along as the teacher reads each situation. Decide if it would be easy or difficult to show empathy in that situation and place a Post-It or an X in that box. If you think it would be somewhere in between easy and difficult to show empathy in that situation, place a Post-It or an X in that box.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Easy</th>
<th>In Between</th>
<th>Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>A best friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone less popular than you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone more popular than you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone you don’t like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone who has bullied you in the past</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone who looks different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone who has experienced a tragedy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Empathy Discussion Questions Worksheet

1. Why do you think it’s easier to feel empathy for someone we like versus someone we don’t like?

2. If someone is being bullied and we show him or her no empathy, would this make him or her feel good or bad?

3. If someone is being bullied and we show him or her empathy, would this make him or her feel good or bad?
Category 2 – Identifying Feelings

Grades 6-8

Topic: Empathy for Others

“Empathy for Strangers and Friends”

Pages 31-35

Classroom Meeting 5 of 8

Date:

Accommodations List:

1. Checking for understanding

- Ask students to identify where the “School Rules Against Bullying” and “Classroom Meeting Rules” are located in the classroom
- Ask students to list the “School Rules Against Bullying”? 
- Ask students to list the “Classroom Meeting Rules”? 
- After giving a verbal definition of empathy and giving some examples of situations where empathy is typically shown (when someone experiences the loss of a pet or loved one, when someone is having a difficult day, etc.), ask students to identify situations when they have shown empathy.
- Role play situations where empathy is easy to show (when a loved one passes away) and difficult to show (when a situation is difficult to relate to).

2. Repeat/rephrase instructions/questions

- Example: “Would it be easy, in between, or difficult to show empathy to your best friend?” This script was used for each situation on the Empathy Worksheet.
- Rephrase two Discussion Questions on page 34 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.

3. Present one task at a time

- Place students in groups of 3-4 students.

- Review Classroom Meeting Rules and School Rules Against Bullying.

- Give a definition of empathy.

- Give examples of situations where empathy is easy and difficult to show.

- Pass out **Empathy Worksheet**

- Explain directions for **Empathy Worksheet** activity.

- Place Empathy Worksheet on projector and model how to place sticky notes or an X on the worksheet for each situation.

- Give students prompt for each situation. Example: “Would it be easy, in between, or difficult to show empathy to your best friend?”

- Review **Empathy Discussion Questions Worksheet**.

4. Reminders of rules/procedures

- Give reminders for placing sticky notes on the **Empathy Worksheet** following each situation.

5. Preferential seating

- Students placed in groups of 3-4.

6. Note taking assistance

- Place “Empathy for Strangers and Friends” **Empathy Discussion Questions Worksheet** on the projector and record student responses.
Category 2 – Identifying Feelings

Grades 6-8

Topic: Empathy for Others

“Empathy for Strangers and Friends”

Pages 31-35

Classroom Meeting 5 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Words that Describe Types of Anger

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________

---------------------------------------------------------------------------------

Signs of Anger

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
I get angry when:

1. 
2. 
3. 

------------------------------------------------------------------

Healthy ways for me to deal with anger are:

1. 
2. 
3. 

---------------------------------------------------------------
Category 2 – Identifying Feelings

Grades 6-8

Topic: Anger and Aggression

“Handling Anger in Healthy Ways”

Pages 36-39

Classroom Meeting 6 of 8

Date:

Accommodations List:

1. Checking for understanding

   - Ask students to identify where the “School Rules Against Bullying” and “Classroom Meeting Rules” are located in the classroom
   - Ask students to list the “School Rules Against Bullying”?  
   - Ask students to list the “Classroom Meeting Rules?”
   - After listing some student responses to instances when they feel the emotion of anger, ask students to discuss in their groups whether anger is positive, negative, or both.
   - Ask students to discuss in their groups if anger is an appropriate or inappropriate emotion to feel.

2. Cues/prompts/reminders of rules and procedures

   - Give reminders of School Rules Against Bullying and Classroom Meeting Rules.
   - Give reminder of procedure for tone of voice during discussion time amongst groups.
3. Reminders to stay on task
   -Give reminders to stay on task during discussion time with group.

4. Present one task at a time
   -Place students into group of 3-4.
     -Review School Rules Against Bullying and Classroom Meeting Rules.
   -Ask students if anger is a positive or negative emotion.
   -Allow students to respond amongst their group.
   -Ask students to share group responses.
   -Ask students if there are any situations where anger is appropriate.
   -Allow students to respond amongst their group.
   -Ask students to share group responses.
   -Place “Handling Anger In Healthy Ways” Worksheet on projector and read prompts to students.
   -Allow students time to discuss prompts in their groups.
   -Record student responses to prompts on “Handling Anger In Healthy Ways” Worksheet.

5. Assignments given orally
   -Read directions/prompts aloud to students.
   -Record verbal responses from students on “Handling Anger In Healthy Ways” Worksheet.

6. Note taking assistance
   -Record student responses on “Handling Anger in Healthy Ways” Worksheet.
7. Visual aids

- Utilize Classroom Meeting Rules and School Rules Against Bullying posters with picture icons.

- Place “Handling Anger in Healthy Ways” Worksheet on projector and record student responses.

8. Assignments shortened

- Choose 3 of 9 Discussion Questions on pages 37-38 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.
Category 2 – Identifying Feelings

Grades 6-8

Topic: Anger and Aggression

“Handling Anger in Healthy Ways”

Pages 36-39

Classroom Meeting 6 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
What does being assertive look like or sound like?
1. _________________________________________________________
   __________________________________________________________
2. _________________________________________________________
   __________________________________________________________

What does being aggressive look like or sound like?
1. _________________________________________________________
   __________________________________________________________
2. _________________________________________________________
   __________________________________________________________

Give an example of how you practiced being assertive in the bully skit:

__________________________________________________________________________
Category 2 – Identifying Feelings

Grades 6-8

Topic: Anger and Aggression

“Assertive or Aggressive? What’s the Difference?”

Pages 40-44

Classroom Meeting 7 of 8

Date:

Accommodations List:

1. Checking for understanding

   - Ask students to identify where the “School Rules Against Bullying” and “Classroom Meeting Rules” are located in the classroom

   - Ask students to list the “School Rules Against Bullying.”

   - Ask students to list the “Classroom Meeting Rules.”

   - Review terms for assertive and aggressive. Then ask students to explain terms to their group.

   - Review examples of assertive and aggressive behavior and ask students to discuss examples amongst their group.

   - After explaining situations where assertive behavior is used (speaking up for yourself, getting the wrong order at a restaurant, hearing someone spread a rumor about someone else) and what it looks like (confident tone of voice, good eye contact, being considerate of other people’s feelings) ask students to role-play a situation in their groups where assertive behavior is involved.
- Explain role-playing scenarios on page 44 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”. Read each scenario aloud to each group to insure comprehension.

- Using the prompts on the “Assertive or Aggressive? What’s the Difference?” Worksheet, record student responses to the prompts.

2. Instructions repeated/rephrased

- Repeat and rephrase instructions as necessary to remind students of the task and expectations during group discussions and role-playing.

3. Reminders of procedures

- Remind students to be mindful of their tone of voice during group discussions.

4. Directions/assignments given orally

- Read aloud prompts on “Assertive or Aggressive? What’s the Difference?” Worksheet.

- Record student responses on “Assertive or Aggressive? What’s the Difference?” Worksheet.

5. Visual aids

- Utilize “School Rules Against Bullying” and “Classroom Meeting Rules.”

- Use projector to display student responses for “Assertive or Aggressive? What’s the Difference?” Worksheet.

6. Tests/assignments shortened

- Choose 3 of 10 Discussion Questions on page 42 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.
7. Note taking assistance

- Use “Assertive or Aggressive? What’s the Difference?” Worksheet to record student responses.
Category 2 – Identifying Feelings

Grades 6-8

Topic: Anger and Aggression

“All Assertive or Aggressive? What’s the Difference?”

Pages 40-44

Classroom Meeting 7 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Category 2 – Identifying Feelings

Grades 6-8

Topic: Courage to Do the Right Thing

“Courage”

Pages 45-49

Classroom Meeting 8 of 8

Date:

**Courage Worksheet**

Directions: How much courage does each situation require? Place a Post-It or an “X” indicating how much courage you think each situation requires.

<table>
<thead>
<tr>
<th>Situation</th>
<th>A lot of courage</th>
<th>Some courage</th>
<th>No courage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standing up to someone who bullies you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Standing up for someone who is bullied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Picking up trash that someone else dropped</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Telling the truth if you have bullied someone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Courage Discussion Questions

Each group answers these questions

1. Do you think it takes courage to make good choices?

Yes           No

2. Circle the ways can you show courage in a bullying situation?

- Tell an adult at school and at home

- Tell the student who is bullying that bullying is not okay

- Ignore the bullying situation

- Watch the bullying but don’t say anything

- Include the student who is bullied in your game
Category 2 – Identifying Feelings

Grades 6-8

Topic: Courage to Do the Right Thing

“Courage”

Pages 45-49

Classroom Meeting 8 of 8

Date:

Accommodations List:

1. Checking for understanding
   - Explain examples of situations where courage is shown.
   - Ask students to discuss within their groups examples of courage they have observed.
   - Model how to place a sticky notes on the **Courage Worksheet** and asked students to explain to their groups how to complete this task.
   - Explain how to answer the **Courage Discussion Questions** and allow groups to answer independently as appropriate.

2. Instructions repeated/rephrased
   - Repeat instructions for placing sticky notes in the appropriate column of the **Courage Worksheet**.
   - Use rephrased **Courage Discussion Questions** from Discussion Questions on page 46 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8”.

3. Assignment shortened
   - Select 2 out of 8 Discussion Questions on page 47 of “Class Meetings That Matter: A Year’s Worth of Resources for Grades 6-8” were chosen.
4. Note taking assistance

- Use projector to project **Courage Worksheet**.
- Students place sticky notes in boxes to identify the level of courage necessary for each situation.
- Students and/or teacher record student responses for each group as appropriate.

5. Visual aids/posters

- **Courage Worksheet** projected with projector.
- Utilize “Classroom Meeting Rules” and “School Rules Against Bullying” posters.

6. Reminders of procedures

- Give reminders for tone of voice during group discussions.
- Give reminders for placing sticky notes in the appropriate column of the **Courage Worksheet**.

7. Preferential seating

- Place students in groups of 3-4.
Category 2 – Identifying Feelings

Grades 6-8

Topic: Courage to Do the Right Thing

“Courage”

Pages 45-49

Classroom Meeting 8 of 8

Date:

Accommodations List:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
# Accommodations and Modifications Matrix

**IEP SUMMARY OF STUDENT’S ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE MATRIX FOR CLASSROOM MEETING ACCOMMODATIONS**

**Directions:** Place a tally mark within each box to account for accommodations and modifications listed on each individual student’s Individual Education Plan.

### # of students requiring these: Related To Support:

<table>
<thead>
<tr>
<th>Accommodation/Modification</th>
<th># of students requiring these:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check for understanding</td>
<td></td>
</tr>
<tr>
<td>Instructions/directions repeated/rephrased</td>
<td></td>
</tr>
<tr>
<td>Present one task at a time</td>
<td></td>
</tr>
<tr>
<td>Preferential/assigned seating; explain:</td>
<td></td>
</tr>
<tr>
<td>Use of assignment notebook or planner</td>
<td></td>
</tr>
<tr>
<td>Provided with progress reports</td>
<td></td>
</tr>
<tr>
<td>Supervision during unstructured time</td>
<td></td>
</tr>
<tr>
<td>Cues/prompts/reminders of rules/procedures</td>
<td></td>
</tr>
<tr>
<td>Offer choices</td>
<td></td>
</tr>
<tr>
<td>Note taking assistance</td>
<td></td>
</tr>
<tr>
<td>Access to computer on campus</td>
<td></td>
</tr>
<tr>
<td>Use of a scribe/word processing</td>
<td></td>
</tr>
<tr>
<td>Use of a calculator</td>
<td></td>
</tr>
<tr>
<td>Peer tutor/staff assistance in [subject area]</td>
<td></td>
</tr>
<tr>
<td>Prior Behavior Support Plan (BSP)</td>
<td></td>
</tr>
<tr>
<td>Home/job/school communication system; explain:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### # of students requiring these: Response to Materials & Instruction:

<table>
<thead>
<tr>
<th>Accommodation/Modification</th>
<th># of students requiring these:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced/shortened tests/assignments/tasks:</td>
<td></td>
</tr>
<tr>
<td>Extended time on in-class assignments/tests:</td>
<td></td>
</tr>
<tr>
<td>Use of notes for tests/assignments</td>
<td></td>
</tr>
<tr>
<td>Open book for tests/assignments</td>
<td></td>
</tr>
<tr>
<td>Spelling errors will not impact grade when</td>
<td></td>
</tr>
<tr>
<td>no opportunity for editing assistance and/or spell-check is available</td>
<td></td>
</tr>
<tr>
<td>Special projects or alternate assignments in lieu of assignments given to non-disabled peers</td>
<td></td>
</tr>
<tr>
<td>Use of a calculator</td>
<td></td>
</tr>
<tr>
<td>Proof-reader and redo assignment or writing mechanics not graded</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### # of students requiring these: Settings:

<table>
<thead>
<tr>
<th>Accommodation/Modification</th>
<th># of students requiring these:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to study carrel for task/assignments/tests</td>
<td></td>
</tr>
<tr>
<td>Free from visual distractions</td>
<td></td>
</tr>
<tr>
<td>Quiet environment - free from excessive noise</td>
<td></td>
</tr>
<tr>
<td>In a small group environment</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### # of students requiring these: Timing/Scheduling of Tasks/Assignments/Tests:

<table>
<thead>
<tr>
<th>Accommodation/Modification</th>
<th># of students requiring these:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time(s): ______ minutes for every ______ students</td>
<td></td>
</tr>
<tr>
<td>______ minutes given to non-disabled peers</td>
<td></td>
</tr>
<tr>
<td>Tests/assignments given in shortened time segments</td>
<td></td>
</tr>
<tr>
<td>Extended time on in-class assignments/tests</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### # of students requiring these: Related to Health Concerns:

<table>
<thead>
<tr>
<th>Accommodation/Modification</th>
<th># of students requiring these:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminder to take medications</td>
<td></td>
</tr>
<tr>
<td>Medication(s) given under supervision</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### # of students requiring these: Presentation of Materials & Instruction:

<table>
<thead>
<tr>
<th>Accommodation/Modification</th>
<th># of students requiring these:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books on tape/or CD</td>
<td></td>
</tr>
<tr>
<td>Assignments/tests modified to address identified needs of learning styles:</td>
<td></td>
</tr>
<tr>
<td>Large print</td>
<td></td>
</tr>
<tr>
<td>Closed caption</td>
<td></td>
</tr>
<tr>
<td>English language development materials</td>
<td></td>
</tr>
<tr>
<td>Manipulative/study aids for:</td>
<td></td>
</tr>
<tr>
<td>Test questions/assignments - given orally</td>
<td></td>
</tr>
<tr>
<td>Tests/assignments directions - given orally</td>
<td></td>
</tr>
<tr>
<td>Tests/assignments - shorten</td>
<td></td>
</tr>
<tr>
<td>Questions on tests/assignments rephrased</td>
<td></td>
</tr>
<tr>
<td>Preview of tests/assignments</td>
<td></td>
</tr>
<tr>
<td>Tests/assignments given in smaller parts</td>
<td></td>
</tr>
<tr>
<td>Visual aids: flash cards, maps, posters, clues, etc.</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>