

# EDU 108/208A: Introduction to Exceptional Learners

## Mount Saint Mary's University

### LRE Test (5 pts.)

Name: \_\_\_\_\_

Due: \_\_\_\_\_

Your reference: <https://www.youtube.com/watch?v=GkD-zaJInol> (Graduating Peter) **OR**

Other Inclusive Setting: \_\_\_\_\_ See page 2 of this document for guidelines for Inclusive Setting.

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Start/End Time: \_\_\_\_\_ School: \_\_\_\_\_

Sp. Ed. Teacher's 1<sup>st</sup> Name: \_\_\_\_\_ Gen. Ed. Teacher's 1<sup>st</sup> Name: \_\_\_\_\_

Student's First Name: \_\_\_\_\_ Eligibility: \_\_\_\_\_ Age: \_\_\_\_\_

1. Briefly describe the activity and the level of support provided to the student.
2. How did the teachers academically and socially support the special ed. student as they did grade level work?
3. What were the modifications or adaptations used to support the student?  
(Reference: Nine Types of Curricular Adaptations hand-out or other recommended strategies from our course websites and discussions including UDL)
4. Describe examples of what the special ed. student was able to demonstrate. Include specific evidence related to the student's success for learning.
5. Describe at least one specific example of their needs that appeared to be unmet.
6. How can you extend support to the student, in order to better meet their LRE needs?
7. In your opinion, was this the least restrictive environment for the student? What evidence supports these findings? Include the most pertinent evidence from your exploration in this course as you defend your opinion.
8. In what other school activity could this student function, with appropriate support, and still be in a LESS restrictive environment? Describe a situation at school in which this student could have increased access to the core curriculum and/or typically developing peers.

## Definition of an Inclusive Setting

- At the time of the visit, a student with an Individualized Education Plan (IEP), is being served in the regular education classroom and is receiving assistance from a certificated special education teacher (or specialized aide) within that setting, during the time of the visitation. This service is provided on a standard daily schedule, in the general education setting.
- The special ed. student is learning the core curriculum in the general education classroom from the classroom teacher with their peers. The special education teacher uses special adaptations and/or modifications to support the student.
- Performance standards can range from “none” to “greatly” different. Alternative materials may be used to simplify or adapt to the student’s independent working ability. Social supports are provided when necessary to insure cooperative behaviors.
- The same adaptation and/or modification methods are integrated into all aspects of the student’s day, as deemed appropriate for the student’s individual learning needs.
- The classroom teacher and the special education teacher meet on a regular basis to plan, predict and brainstorm instructional methods, in order to configure successful learning events for the student.
- Grading standards and methods may be congruent with the grade level peers or greatly vary.
- The special education teacher can plan specific pull out sessions with the student, however they are not to replace the in-class service that the student is scheduled to receive. A setting where the student is pulled out of the general education classroom is not the type of session to observe for the concept of inclusion.