1. **Question 1:**
The students with High Incidence disabilities are those we will encounter most in our special education professions. The High Incidence disabilities categories are: specific learning disabilities, speech and language, intellectual disabilities, emotional disturbance, and other disabilities. From 1997-2006 there has been a decline in the number of students, ages 6-11 with specific learning disability, probably due to the addition of Developmental Delay (ages 3-9). At the age of 9, children have to exit this category and fit into another to qualify for special education services. From the article and class, I learned more than half the students spend 80% of their day, with their peers, in the general education classroom. I found it interesting the speech or language impairments start to drop off at about the age of 7, and are usually gone by the age of 14 years. This proves that early intensive intervention does help. (IDEA ARC article, 2008)

2. **Question 2:**
I had previously taken a 6-month class with Pilot Parents about disability laws before starting my master’s degree. I was familiar with the terminology of using Intellectual Disability instead of Mentally Retarded and using “a child with Down’s Syndrome” instead of saying they are a “down’s child.” When using person first language, you should mention the child first and then mention the disability if necessary. It helps focus the attention to the child and not to the disability. What I have found most difficult is correcting people when out in public or at my current school. When I am working I am going to make a conscious effort to focus the attention to the student’s abilities, not the disabilities or limitations. Children should not be known as their disability, they should be know as a person first and foremost. (Russell, 2008)

3. **Question 5:**
The behavioral intervention and support I like is: Be Respectful, Be Responsible, Be Ready. The school team needs to identify clear and measurable outcomes with the model they choose. The entire school needs to be on board with the new program. The first level of the system is set up for the entire school and general education classroom setting. The second level can reinforce the new program to a small group of students who require additional support. Finally if needed, a system can be set up for individual students who display high-risk behaviors. These students may need immediate and intensive support. You should teach the model through auditory and visual representations (posters and signs, school news video) throughout the entire school. Modeling, with lots of rehearsal and organization, will help our students that have processing issues take the new information and transfer it into long-term memory. (Cognitive Processing Model, McKinley & Stormont 2008, Simonsen, Sugai, & Negron 2008)

4. **Question 6:**
Students who are engrossed in engaging activities are well managed and have a desire to learn. The environment in which you choose to teach can help or hinder this desire. It can also help or hinder your behavior problems also. You need to make sure you teach the kids the specific steps of all transitions and what they are expected to do and how to act in different group settings within your classroom. You need to arrange the room to define learning areas, make materials easy to access, and you need a good traffic flow pattern. Children with attention issues work well with good organization. The desk location can make a huge difference for a child with an attention issue. It is easier for the teacher to maintain attention, check for understanding and to notice off-task behaviors very quickly. There will be fewer distractions and fewer behavior issues with students in an efficient environment. (Guardino & Fullerton 2010)

5. **Question 7:**
Reading is one of the biggest issues kids with disabilities have. Decoding and segmenting words are very important concepts and so is fluency. I would use the Repeated Reading methods to help a student increase their reading fluency. It is designed for students who read slowly despite adequate word recognition. The student is timed for one minute while reading a passage. The teacher will review the words missed. I would adapt this method by having the student then color their cumulative words per minute (total words read – words missed = CWPM) on a bar graph. This chart encourages the student to beat their current score and it is a great visual representation for the student, the general education teacher, the parents or to save in the student’s portfolio. Next go over the words missed and then time the student for another minute while reading the same passage from the beginning. Have them chart their second CWPM score. Repeat the process for a third time. (Mather, 2009)

6. **Question 8:**
I have realized everyone can benefit from an organized instructional technique model. Learning is modeled and reviewed very often. There might be a loss of information if attention or perception gets in the way of learning. Once information is put into short-term memory, there needs to be: rehearsal, organization and elaboration, in order for it to be retained in long-term memory. Students that fit into the category of high incidence disabilities need information modeled, followed with guided practice and independent practice. There should be frequent monitoring of progress so you can make sure the information is being retained. Students are more likely to be prepared if they are assessed frequently. If there is a loss of information you may need to go back and review previous material until it is mastered. The steps and processes need to be mastered before any student can move on. (Cognitive Processing Model)