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ABSTRACT

This guide, in both English and Chinese, is intended for parents and guardians of children participating in bilingual or monolingual English-medium general education or bilingual special education programs in the New York City public schools. It provides general information about mainstreaming, the integration of special education students into general education classes and/or school-wide activities, and how students benefit from this process. Mainstreaming is based on the concept that children should be educated in the least restrictive environment to meet their needs best. This guide describes how academic and non-academic mainstreaming work, the objectives of the approach, benefits for both general education and special education students, the role of general education in mainstreaming through both academic and non-academic activities, how the program is planned, implemented, and monitored by the mainstreaming committee, and the role of the parent or guardian in the student's learning process. A number of commonly-asked questions are also answered. (MSE)

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**Board of Education of the City of New York  
Office of Bilingual Education**

***Informational Booklet  
on Mainstreaming  
for Parents of  
Bilingual Students  
Chinese/English Edition***



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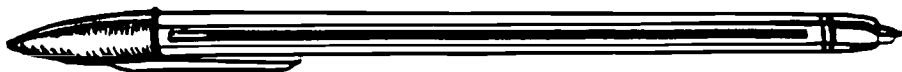
The manuscript was prepared by the Office of Instructional Publications, Nicholas A. Aiello, Ph.D., Director. The covers were prepared by Henry Martínez, who also adapted the original artwork.

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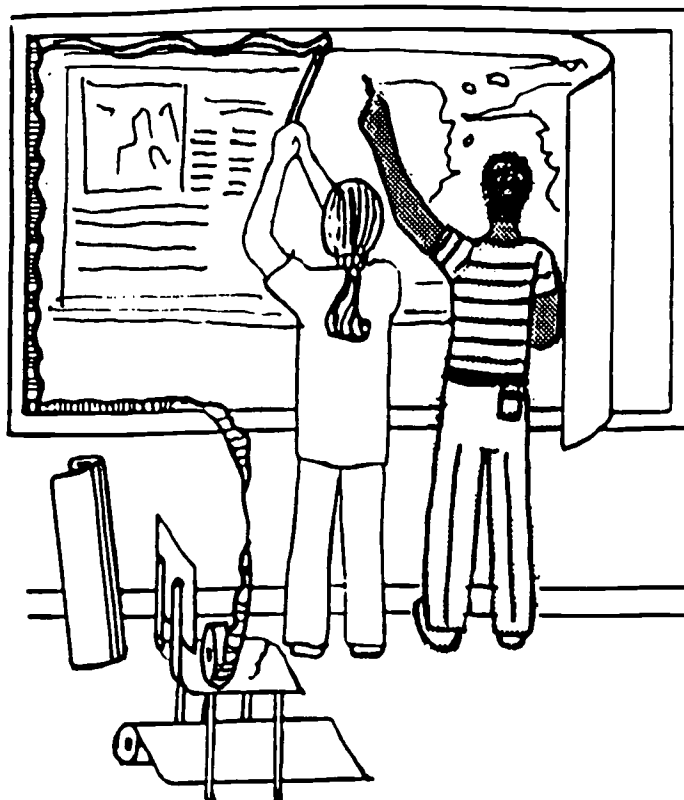
## INTRODUCTION



This booklet is designed for the parent or guardian whose child participates in bilingual or monolingual English General Education or in a bilingual Special Education program. It provides general information about "Mainstreaming" and how students benefit from this process.

"Mainstreaming" means the integration of Special Education students into General Education classrooms and/or school-wide activities taking into consideration the students' language, culture and abilities. This integration implies a joint effort on the part of General and Special Education staff members in terms of discussing and in the planning of curriculum, teaching strategies and socialization activities for the students.

Mainstreaming is based on the concept that children should be educated in the least restrictive environments to best meet their needs.



## HOW MAINSTREAMING WORKS

Mainstreaming is the integration of bilingual and monolingual Special Education students into General Education classes and activities. It takes place during part of the school day.

Students are integrated in bilingual or English-dominant groups, depending on their language and academic abilities and social skills.

There are two types of Mainstreaming:

### Academic Mainstreaming

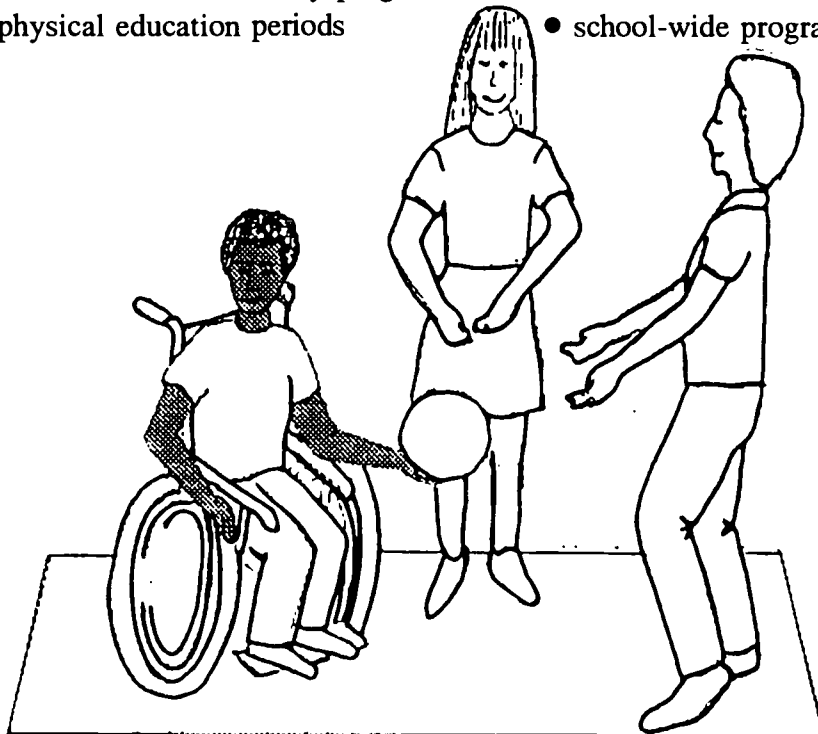
The Special Education student participates in a General Education class in at least one of the following subjects:

- mathematics
- language arts
- art
- social studies
- music
- E.S.L. (English as a Second Language)
- science

### Non-Academic Mainstreaming

Members of the entire school community (Special Education and General Education) participate together in one or more of the following activities:

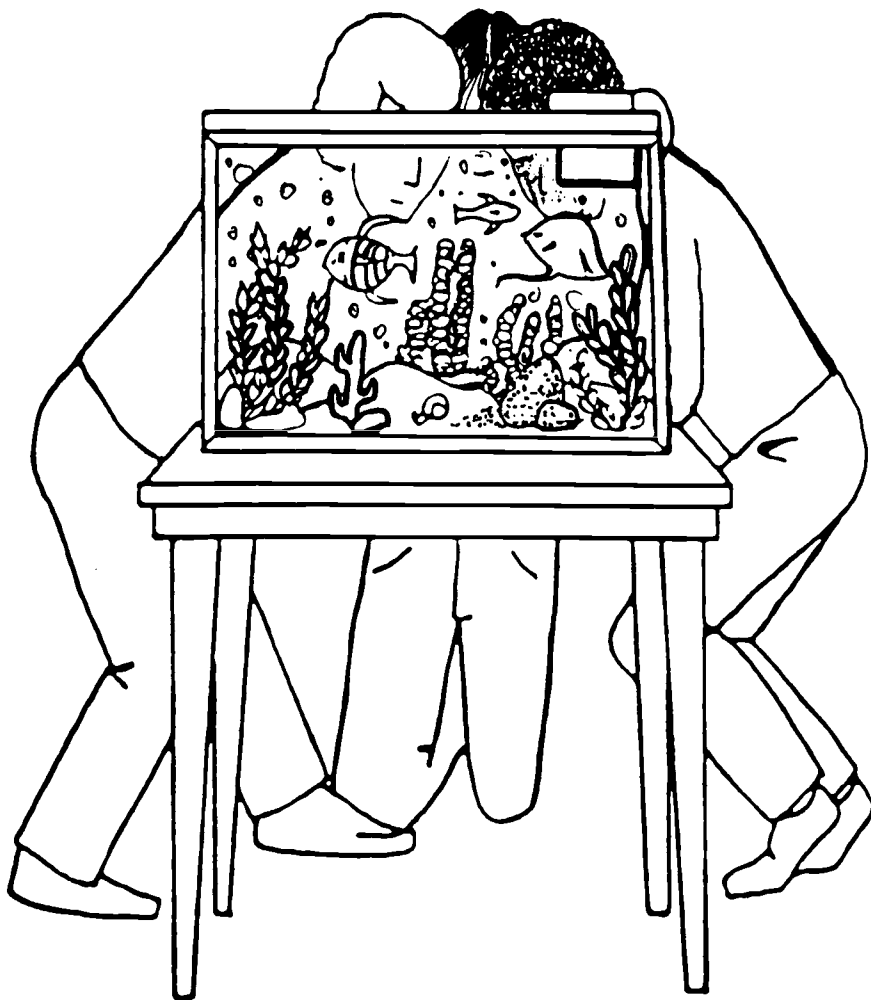
- lunchroom periods
- auditorium and assembly programs
- physical education periods
- trips
- clubs
- school-wide programs



## OBJECTIVE OF MAINSTREAMING

### There are many reasons for Mainstreaming:

- to integrate bilingual or monolingual Special Education students into bilingual and/or monolingual General Education programs.
- to promote positive interactions between bilingual and monolingual English General and Special Education students.
- to involve Special Education students in academic activities with the General Education students, depending on their particular needs and abilities
- to expose all students of the school community to enriching experiences through participation in academic and non-academic activities with one another





## BENEFITS OF MAINSTREAMING

### Mainstreaming In Beneficial In Many Ways

- Special and General Education students have more opportunities to socialize constructively.
- Students from each group have more opportunities to serve as behavior role models for one another.
- Students from each group realize they belong to the same school community.
- Students learn to share ideas, projects, and experiences while learning to appreciate one another.

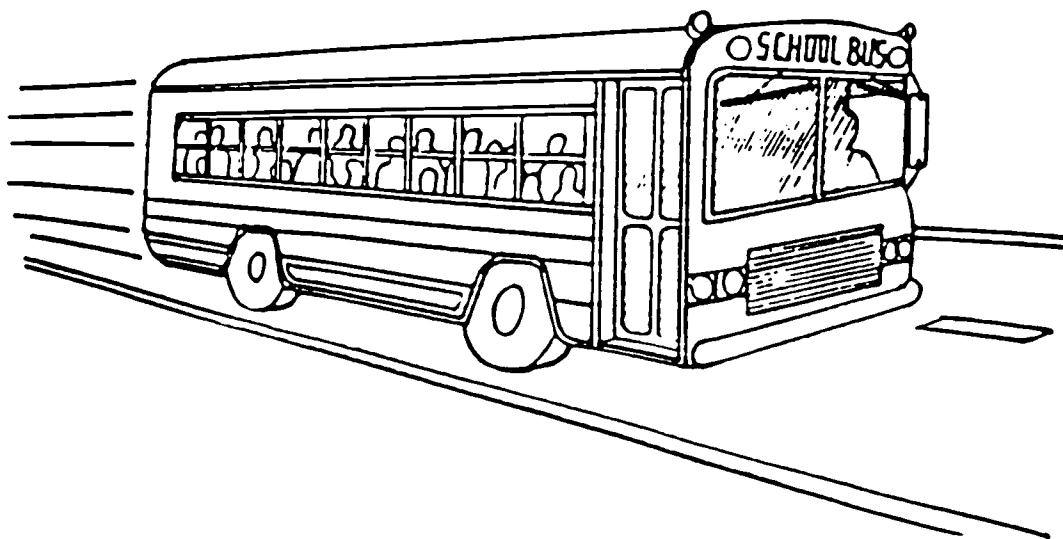
### For Students In Special Education Who Participate In General Education Activities

- Students may have additional opportunities to develop the leadership skills that can lead to an improved self-image.
- Students may have additional opportunities to practice English, as well as use their native language, with their General Education peers.
- Students may have additional opportunities to practice English, as will as use their native language, with other bilingual students.
- Students may have additional opportunities to be recognized for their unique talents.
- Students may have additional opportunities to function as equal members of the whole school population.
- Students may have additional opportunities to explore the world of work through visits to places of employment, with the purpose of expanding their career awareness.



**For Students In General Education Who Participate In Activities With Special Education Students:**

- Students may be enriched by sharing activities with, and learning about their classmates in Special Education.
- Students may have extra opportunities to learn about, and respect individual differences.
- Students can develop an understanding of how unity can grow out of diversity.
- Students may have extra opportunities to gain social skills that will help them in their family, school and community life.



# THE ROLE OF GENERAL EDUCATION IN MAINSTREAMING

## Academic Activities

General Education students, in both bilingual and monolingual settings, learn academic skills and share in activities with Special Education students.

For example:

- teacher-guided instruction in math
- supervised peer-tutoring
- group work on a history project

## Non-Academic Activities

General Education students, in both bilingual and monolingual settings, share in non-academic activities with Special Education students.

For example:

- common lunch periods
- school athletic activities (basketball, baseball)
- preparation for a Pan-American Festival
- trips to museums



## PLANNING FOR MAINSTREAMING

A committee, comprised of General and Special Education staff, is organized to plan, put into effect, and monitor Mainstreaming in the school.

### Academic Activities

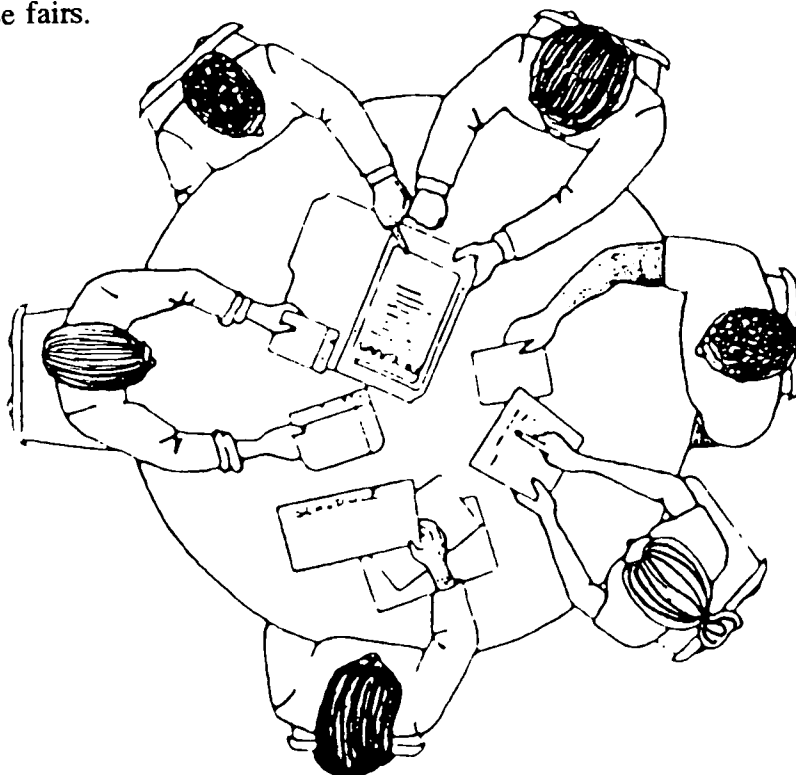
The Mainstreaming Committee makes its recommendations and they are included on the Individualized Education Plan (I.E.P.). This education plan indicates whether the student will be mainstreamed in a bilingual or English dominant group.

The committee coordinates the academic services which each Special Education student requires. These services are reflected on the student's I.E.P.

### Non-Academic Activities

The Board of Education mandates that the entire student population be integrated within the following activities:

- lunch periods
- trips
- auditorium and assembly programs
- physical education periods
- school-wide programs such as graduation ceremonies, award presentations and math and science fairs.



## THE ROLE OF THE PARENT OR GUARDIAN

The parent or guardian plays a very important role in the student's learning process.

Parents or guardians can participate actively by:

- visiting the school to discuss their children's progress.
- attending school workshops.
- serving as volunteers in school activities.
- talking with their children about their needs and concerns.
- helping their children with homework.
- reading to and with their children regularly, or telling them stories.
- taking their children on trips in the community, or city, or outside the city.



## QUESTIONS FREQUENTLY ASKED

### ABOUT MAINSTREAMING

#### **How is it determined that a special education student should be mainstreamed?**

- The Special Education teacher observes the student to monitor her/his academic strengths, weaknesses and social progress.
- The teacher shares her/his observations about the student's progress with the student's parents or guardians and welcomes their input in the decision-making process.
- The Special Education teacher informs the Mainstreaming Committee about the student's strengths, special needs and appropriate curricular adaptations.
- The Mainstreaming Committee designs a program which will benefit the student according to the student's individual needs.

#### **Who makes up the Mainstreaming Committee?**

The following staff members may take part in the coordination of services for the mainstreamed student:

- |                       |                          |                             |
|-----------------------|--------------------------|-----------------------------|
| ● principal           | ● psychologist           | ● special education teacher |
| ● education evaluator | ● paraprofessional       | ● general education teacher |
| ● social worker       | ● other school personnel | ● school counselor          |



## How are parents or guardians informed about the Mainstreaming process?

This depends on the type of Mainstreaming.

### Academic Mainstreaming

- The school has the responsibility of informing the parent or guardian of the possibility of the student's involvement in Mainstreaming in bilingual or monolingual English classes.
- Bilingual special education students may be mainstreamed into bilingual general education classes.
- The Special Education teacher meets with the parent of guardian to discuss and explain what is involved in the Mainstreaming process.
- The parent or guardian gives consent, if they are in agreement with the decisions, by signing the I.E.P.

### Non - Academic Mainstreaming

In accordance with the regulations of the Board of Education of the City of New York, it is mandatory that all students be integrated within the following non-academic activities:

- lunch periods
- physical education periods
- trips
- assemblies and auditorium programs
- school wide activities



**How much time will my child be Mainstreamed each day?**

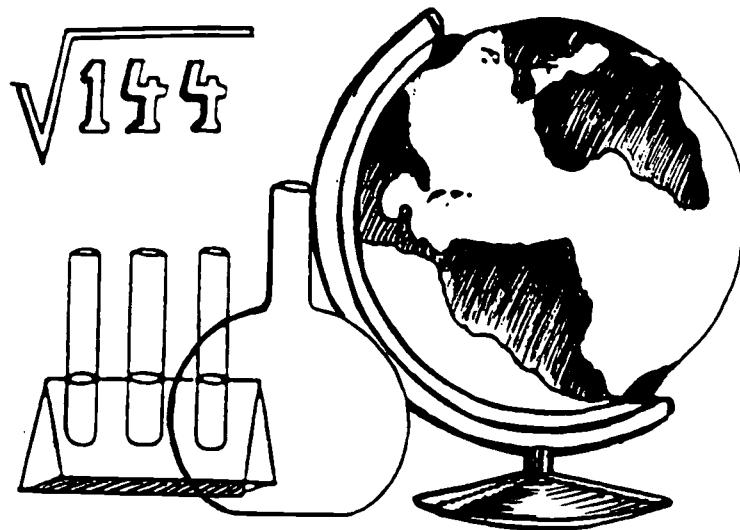
The time spent in academic Mainstreaming depends on:

- the Mainstreaming Committee's recommendations based on the student's individual needs
- the teacher's consultation with the parents to involve them in planning strategies to make mainstreaming successful
- the student's Individualized Educational Program (I.E.P.) based on the student's individual strengths and needs.

**How is it determined a bilingual student is ready to be mainstreamed in an English-dominant class?**

The following is taken into consideration:

- teacher observations related to the student's academic strengths and weaknesses and social progress.
- the student's ability to function academically and socially in English as a second language.
- the student's academic abilities, as well as social skills.
- the results of the L.A.B. (Language Assessment Battery Tests).

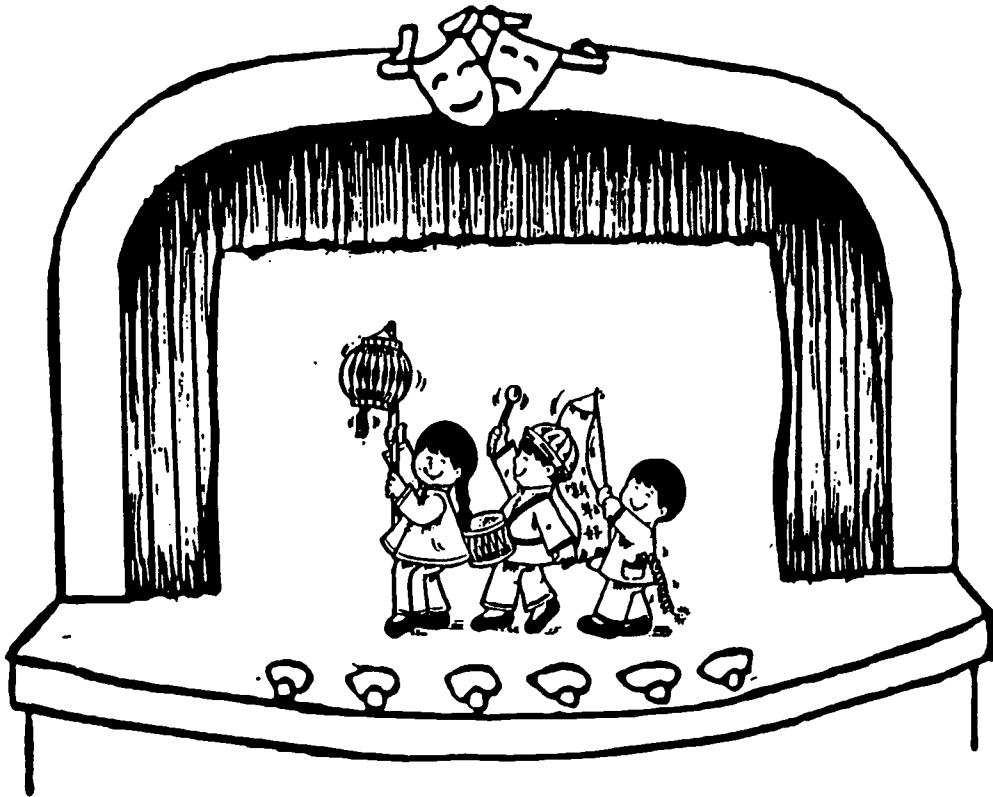




## S U M M A R Y

**Mainstreaming is the integration of Special Education and General Education students in academic, as well as in non-academic areas.**

- All students can benefit from Mainstreaming.
- A school committee designs an academic mainstreaming program suitable to meet the needs of all the students.
- Mainstreaming provides a wide range of educational and socially enriching experiences.
- Parents and guardians must play a significant role in Mainstreaming.



紐約市教育局

雙語教育辦公室

“納入正規教育”參考資料  
——致雙語學生家長





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## 答 謝

本手冊納入正規教育參考資料——致雙語學生家長(中英雙語版)是在負責教育的副總監 **Judith A. Rizzo** 博士辦公室的指導下，由雙語教育辦公室主任 **Lillian Hernandez** 博士主持下編寫的。

雙語教育辦公室特殊教育服務科科長 **Frances Segan** 博士設計并全面負責本手冊的編寫工作，二十七學區雙語教育主管 **Wanda Rivera Switalski** 督導中文版的編譯工作。

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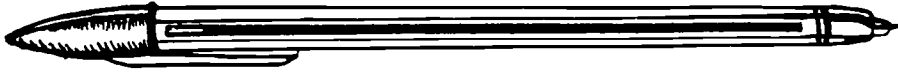
本手冊由教育出版辦公室主任 **Nicholas A. Aiello** 博士負責印刷裝訂。封面設計由 **Henry Martinez** 根據原作改編而成。

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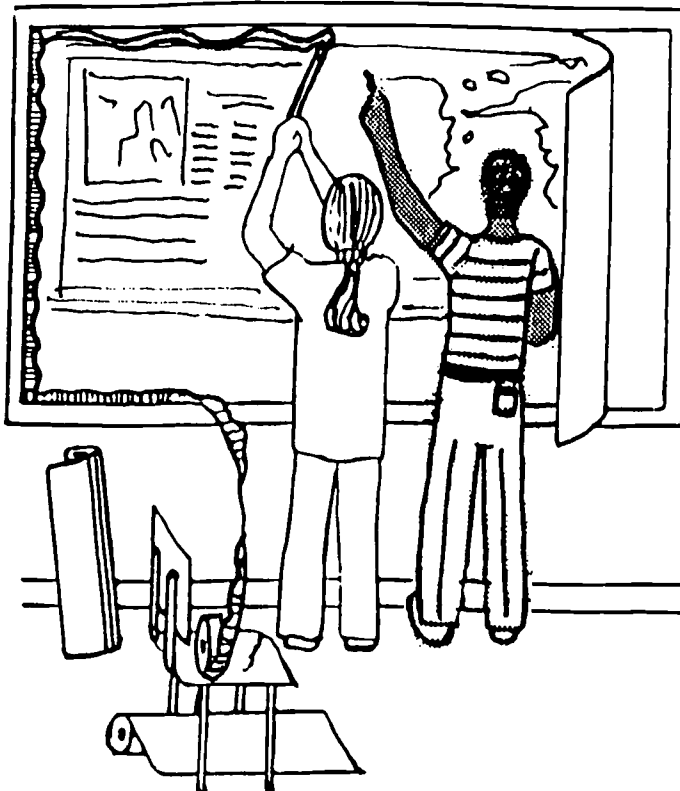
## 簡 介



本資料是為子女接受雙語或英語普通教育，或雙語特殊教育的家長或監護人編寫的。它提供了有關“納入正規教育”的一般信息，並介紹了學生如何因此得益。

“納入正規教育”是指經過評估接受特殊教育學生的語言、文化和能力之後，讓其在普通教育班的課堂裏上課，和參加全校性活動。這種特殊教育和普通教育的結合，需要特殊教育和普通教育相關人員的通力合作，共同選定教材，討論教學方法，以及安排社會活動。

納入正規教育基于如下觀念：孩子們應該在限制最小的環境中受教育，以便最大限度地滿足他們的需要。



## 什麼是“納入正規教育”？

“納入正規教育”是指讓接受雙語和英語特殊教育的學生與普通班的學生一起上課，並參與他們的活動。這種安排佔在校時間的一部份。

根據學生不同的語言、學業和社交能力，將他們編入雙語班或英語班。

“納入正規教育”有以下兩種形式：

### 學業範圍內的“納入正規教育”

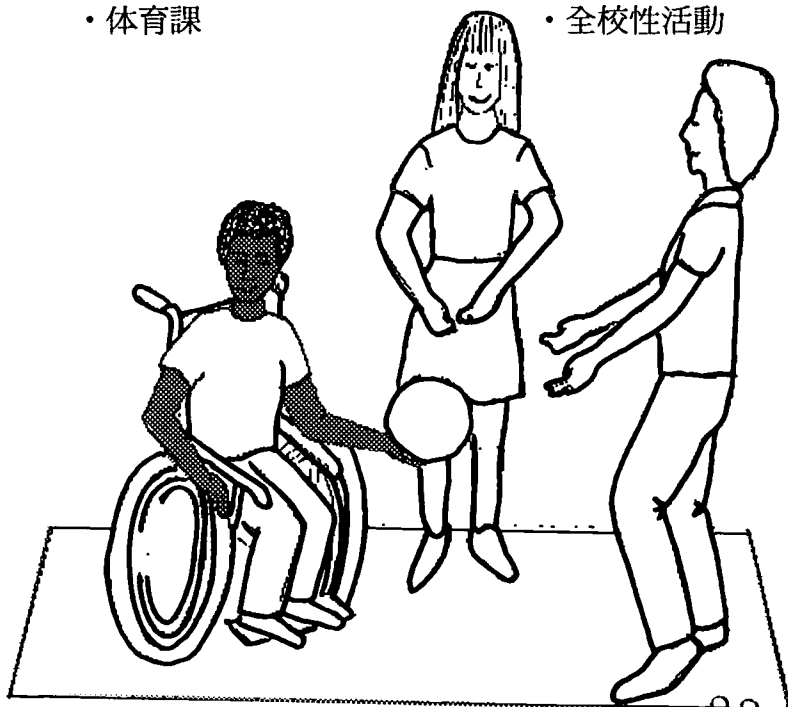
特殊教育班的學生至少上一科下列普通教育的課程：

- 數學
- 語文
- 美術
- 社會科學
- 音樂
- 英語為第二語言
- 科學

### 學業範圍外的“納入正規教育”

學校的全体人員（包括特殊教育和普通教育）一起參加一項或多項下列活動：

- 午餐時間
- 校會及其它集會
- 體育課
- 外出參觀訪問
- 課外文娛、體育、社團及興趣小組
- 全校性活動



## “納入正規教育”的目標是什麼？

納入正規教育有多種理由：

- 將雙語和英語特殊教育學生納入雙語或英語普通教育課程。
- 促進雙語、英語普通教育和特殊教育學生之間的良性交往。
- 根據特殊教育學生的特定需要和能力，使他們參與普通班學生的學習活動。
- 通過共同參與學業和非學業活動，使全校學生體驗和豐富不同的經驗。





## 學生如何能從“納入正規教育”中得益？

### “納入正規教育”可以使學生多方受益

- 特殊及普通教育班的學生可以得到更多的機會作建設性的交往。
- 特殊及普通教育班的學生有更多的機會互為榜樣。
- 特殊及普通教育班的學生認識到他們屬於同一個學校。
- 學生在學習相互尊重的同時，學會交流意見，分工合作完成專題作業，以及分享經驗。

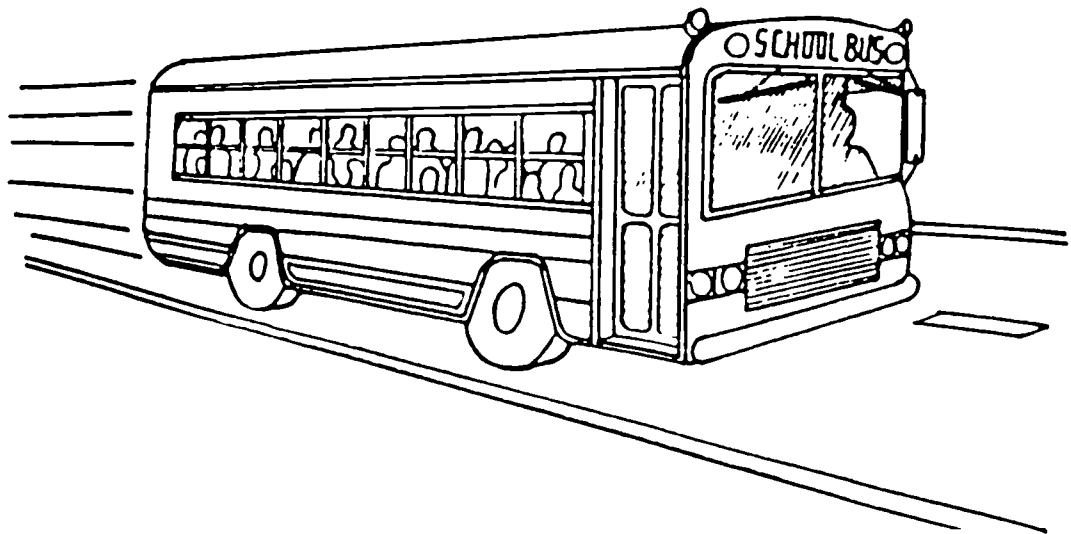
### 對參加普通教育活動的特殊教育學生而言

- 他們可以得到更多的機會發揮領導能力，從而提升他們的自我形象。
- 他們可以得到更多的機會，在與普通教育學生的交往中，顯示他們自己的優點和長處。
- 他們可以得到更多的機會練習英語，並在與其他雙語學生的交往中，使用他們的母語。
- 他們可以得到更多的機會顯示他們的特殊才華。
- 他們可以得到更多的機會，在全校作為平等的一員發揮作用。
- 他們可以得到更多的機會參觀就業場所，考查職業市場，以達到拓展從業意識之目的。



對與特殊教育學生一起活動的普通教育學生而言：

- 他們可以在與特殊教育同學一起活動及了解對方中豐富自我。
- 他們可以有更多的機會學習和尊重個人差異。
- 他們可以進一步理解如何異中求同。
- 他們可以有更多的機會增強社交能力，從而有助于家庭、學校和社區生活。



## 普通教育在“納入正規教育”中所起的作用是什麼？

### 學業範圍內的活動

普通教育學生在雙語和英語學習環境中，與特殊教育學生共同學習課業，並參加活動。

例如：

- 以教師講解為主的數學課
- 有老師主管的學生輔導
- 以歷史為專題的小組活動

### 學業範圍外的活動

普通教育學生在雙語和英語學習環境中，與特殊教育學生共同參加非學業活動。

例如：

- 相同的午餐時間
- 學校的體育活動（籃球，棒球）
- 全國性節慶的準備工作
- 參觀博物館



## 如何規劃“納入正規教育”？

由普通和特殊教育的教職員組成一個委員會，來規劃、實施和督查校內“納入正規教育”的工作。

### 學業範圍內的活動

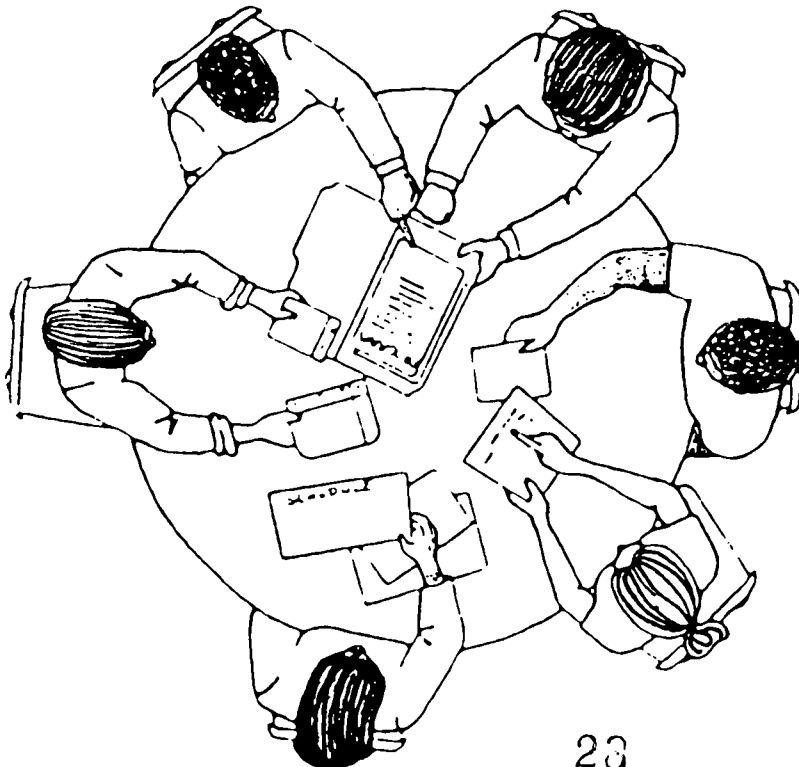
“納入正規教育委員會”作出決定，並把決定寫入“個人教育方案”。方案中註明學生將納入雙語或英語班。

委員會調整每個特殊教育學生所需要的學業範圍內的服務。這些學業服務要在該學生的“個人教育方案”中寫明。

### 非學業範圍的活動

教育局規定以下活動應由全體學生共同參加：

- 午餐時間
- 外出參觀訪問
- 校會及其他集會
- 體育課
- 全校性活動，如畢業典禮、發獎儀式、數學和科學交流大會等



## 家長或監護人能起什麼作用？

在學生的學習過程中，家長或監護人的作用是很重要的。

家長或監護人可以積極參加如下活動：

- 到校了解並討論子女的進步情況。
- 出席學校的專題討論會。
- 在學校活動中擔任義工。
- 與子女討論他們的需求和問題。
- 輔導子女做家庭作業。
- 經常和子女一起閱讀或給他們講故事。
- 帶子女去社區、市內或市外參觀遊覽。



## 有關“納入正規教育”的常見問題

### 如何決定特殊教育學生應否納入普通班？

- 特殊教育教師觀察學生，並查明該生的學業長處和不足，及社交能力的進步。
- 教師向家長或監護人報告學生的進步情況，並在做決定時聽取他們的意見。
- 特殊教育教師將學生的長處、特別的需求和適用於他們的教材告知“納入正規教育委員會”。
- “納入正規教育委員會”根據個別學生的需求，來設計使該生可以受益的課程。

### 由哪些人組成“納入正規教育委員會”？

下列教職員可以加入委員會，相互協助，為納入正規教育的學生服務：

- |         |          |          |
|---------|----------|----------|
| • 校長    | • 心理學家   | • 特殊教育教師 |
| • 教育評審員 | • 教師助理   | • 普通教育教師 |
| • 社會工作者 | • 學校其他人員 | • 學校輔導教師 |



## 如何讓家長或監護人了解“納入正規教育”的過程？

取決于“納入正規教育”的類型。

### 學業範圍內

- 學校有責任通知家長或監護人，“納入正規教育”的學生可能進入雙語班還是英語班。
- 雙語特殊教育學生可以編入雙語普通教育班。
- 特殊教育教師會晤家長或監護人，討論並解釋納入正規教育過程中的相關事宜。
- 如果家長或監護人同意所作的決定，要在該生的“個人教育方案”上簽字認可。

### 學業範圍外

按紐約市教育局的有關規定，所有學生必須參加下列的非學業性活動：

- 午餐時間
- 參觀訪問
- 全校性活動
- 體育課
- 校會及其它集會



## 我的孩子每天有多少時間在普通班上課？

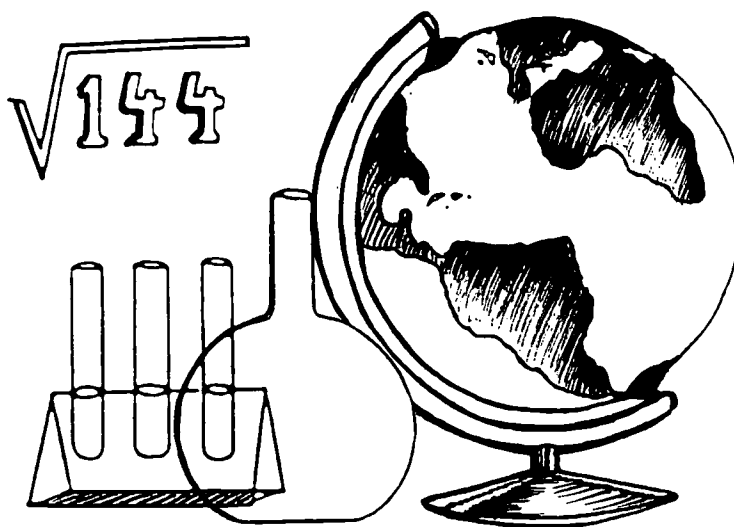
在學業範圍內，“納入正規教育”時間的長短取決于：

- 根據學生的個別需要，“納入正規教育委員會”作出的決定。
- 爲了成功地納入正規教育，教師與家長協商，延攬家長共同制定教學方針。
- 按照學生個人的長處和需求，所制定的“個人教育方案”。

## 如何決定一個雙語學生已經具備條件，可以編入英語班？

需要加以考慮的因素有：

- 教師對學生關於學業長處、弱點和社交能力的進步所作的觀察。
- 學生把英語作爲第二語言，在學業和社交方面的應用能力。
- 學生的學習能力和社交能力。
- 語言測試的結果〔 LAB 語言測驗，英文版和西班牙文版〕。

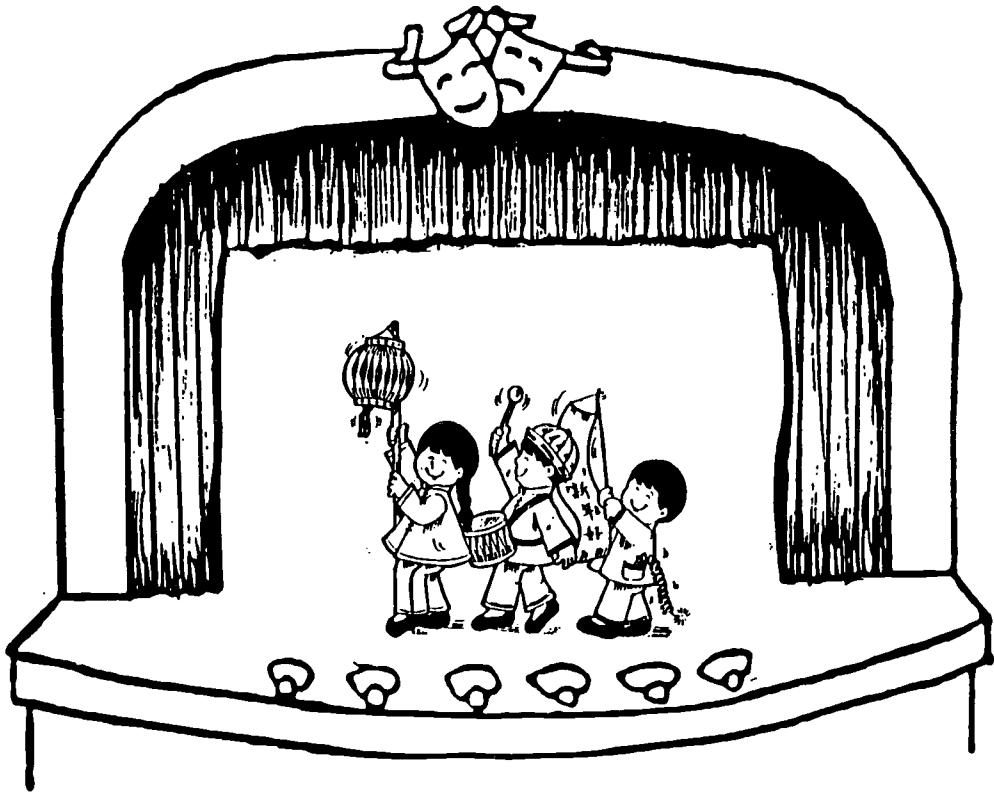




## 總 結

“納入正規教育”是在學業範圍內外，將特殊教育和普通教育學生融合起來。

- 所有學生都能在“納入正規教育”中獲益。
- 學校委員會設計學業範圍內的納入正規教育課程，以滿足所有學生的需要。
- “納入正規教育”提供了廣泛的教育和社交經驗。
- 家長和監護人必須在“納入正規教育”中起重要作用。





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