INTEGRATING TECHNOLOGY INTO THE CURRICULUM
FOR "AT-RISK" YOUTH

An Independent Learning Project Presented by
Denise McCall

To
Hormoz Goodarzy M.B.A.
Faculty Advisor

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ABSTRACT

This Independent Learning Project (ILP) discusses the best practices in educational technology to improve the behavior, instruction, and learning of at-risk youth, for whom technology offers unique opportunities. Research is compiled from numerous scholarly print and online sources. A guide for teachers provides detailed strategies, software tutorials and specific resources for integrating technology into the curriculum.

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CHAPTER I

Introduction

I became interested in the problems of at-risk youth when I began to work at a behavioral high school for special needs students in 2001. With compassion and empathy learned from my own disadvantaged childhood, I now provide education, counseling and support services to adolescents with learning disabilities and behavioral disorders. I also became aware that, regardless of what is going on at home; school is a safe place which can provide support for these students.

Stereotyping is an enormous issue for these youth; too often they are labeled incorrectly. There is a considerable amount of literature on who is at- risk, however these students are not all born at-risk. They are influenced by their environment, their families, community, problems with peers, and society in general. Stereotyping should be avoided; educators must look at each student as an individual. Being stereotyped by others can be difficult and painful for these students. When we make assumptions based on limited information we are opening the door to injustice.

Stereotyping makes the students feel judged, they become angry and frustrated, which only leads to poor behavior and low performance on school work. Teachers must be culturally responsive to their students' needs, to assume that "all poor kids do not perform well" or that "girls are not good at math and science" only discourages students (Bombardieri, 2005). We need to raise our expectations, not lower them. We need to let the students know that they are here to learn, and that their abilities can improve with hard work.

There are a great number of factors that lead to these students acquiring the label at-risk. However, these students are resilient, they set goals, they look forward to their futures, they learn, and they are survivors. We need to ask in what ways youth are at-risk, not just if they are at-risk. Then teachers need to creatively use the solutions that are available for their students' problems.

The assumption that these students can not learn, is just that; an assumption. They do, and can, learn. We need to understand and care for these youth, as we do all youth. We need to help these youth build their self-esteem, self-confidence and give them a sense of responsibility. They may lead one to think that they do not care, but in reality, they do care. They are looking for teachers who will not give up on them, teachers who will make an effort to understand them, and teachers who believe in them. They are no different from any other youth. I can't change the past of the youth I work with, but I can affect what happens when I am with them. In that way, I can make a difference.

This research will benefit everyone who works with the at-risk population. The solutions are not as complicated as one may think. Research has shown that one needs to have an open mind when dealing with these youth. One needs to be aware of and utilize the multiplicity of educational approaches already available. This approach, of course, is supported by Howard Gardner's concept of multiple intelligences (Gardner, 1983).

Gardner believes there are at least eight intelligences (verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, kinesthetic-movement, interpersonal, intrapersonal, and environmental). Research conducted with learning disabled and emotionally disturbed students indicates that their achievement levels are greater with computer assisted instruction, than with conventional instruction alone (Cotton, 1991).

Teachers of at-risk youth need to become more aware of the enormous assets these new technologies can bring to their classroom, and in their curriculum. The use of on-line technologies such as e-mail, chat rooms, instant messaging, online gaming, and social networking has increased at an incredible rate. These do not need to be seen as only potential distractions. Adults have become the digital immigrants as the students advance in their knowledge of today's technology. It is the responsibility of teachers to learn how to use this technology for their students' educational benefit.

The goal of this project is to present to educators the importance of fully integrating technology into the curriculum of at-risk students. At-risk students can learn, and there are evidence based practices available such as Universal Design for Learning, Intel Teach Program and software programs such as, Inspiration, Kidspiration, Write: OutLoud, the award-winning talking word processor by Don Johnson, and Kurzweil 3000, a Windows-based reading, writing and learning software for struggling students.

This project will make educators aware of different solutions to working with the at-risk population. There are many great teachers across the country doing impressive work with these youth. Information technology alone has opened up the world to these students; the Internet has provided these youth with experiences to which they may never have been exposed. Information technology has become one of the most important tools in education. The Internet is growing at an astonishing speed and today's youth are communicating with each other in new and different ways. Educators need to keep up with the new tools of the 21st century.

Teachers play an especially important role in these students' lives. We can gain the students' trust by being consistent, by being positive role models, and by providing the

structure so many at-risk youth lack in their lives. We need to maintain healthy boundaries when working with this population of youth. All children can learn; schools and teachers can make a difference. Immediate gains are possible when the best practices available are used. Specific classroom strategies can increase student achievement.

Statement of the Problem

The lack of teacher commitment to integrating technology into the curriculum of at-risk youth is a problem; many teachers do not feel confident or comfortable using computers. Instructional technology can support learning and aid in the delivery of instruction to these students, and integrating technology into the curriculum can improve student achievement. Educators must incorporate technology into all aspects of teaching, learning, and assessment.

Far too often, it has been observed that the technology is being used ineffectively. Educators need to invest the time necessary to learn the tools of the 21st century. Lack of training, fear of the unknown, and no support are a few excuses that are voiced by teachers in defending their case for not using technology in their lesson planning. Today's at-risk youth are not going away, and computer assisted instruction can enhance learning in demonstrable ways.

The Massachusetts Recommended K-12 Instructional Technology Standards states that "Becoming proficient in technology will enable students to enhance their learning and prepare themselves for the increasingly competitive world beyond school" (Massachusetts Department of Education, 2007 p 1). The research shows that the at-risk youth need to focus on transition from school to work; educators need to better prepare students for the work force. School-to-work transition helps at-risk youth secure and

maintain employment, today's employers are looking for tech savvy employees. Today's workforce requires greater education and computer skills.

The use of computers as a babysitter is not an efficient use of the resource. Teachers need to develop appropriate lesson plans or not use computers at all. This truly demands collaboration. Today's youth have embraced technology with such things as the PC (Personal Computer), the Internet, cell phones, and Ipods. However, there needs to be structure and constant guidance to be able to use these educational technologies effectively.

Educators must familiarize themselves with the technology to better prepare their students to enter the world after graduation. They must continuously monitor student use and assess their progress as they would with any other traditional classroom instruction. Are students using the technology to support their learning; or are they using it to replace their learning?

Another part of the problem is the lack of time for teachers to participate in professional development programs for integrating technology into their curriculum. School administrators are not familiar enough with what it takes to integrate this technology. There must be plans put in place to find funding and time for professional development, these plans must also be implemented. The plan should be reviewed annually to monitor new technologies and to integrate them into the curriculum.

We are teaching the information generation. We must understand that technology is part of today's youth culture. We must not only recognize technology's promise, but also the magnitude of power it has in the hands of today's at-risk youth. This project will

investigate how teachers can learn to empower at-risk youth through the use of technology as a learning tool.

Rationale

The purpose of this Independent Learning Project will be to research the wealth of information related to using technology to facilitate quality education for the Neomillennial learning styles of today's youth. Digital media encourages multitasking. Today's youth do homework while simultaneously reading, listening to a MP3 player, receiving and sending e-mail, and dialoguing with classmates via instant messaging. Since they were young, they have been bombarded by technical stimulus (Dede, 2005).

My research will focus on the tools available to teach at-risk learners in the 21st Century. Today's youth are digital learners; they are easily bored and unmotivated by traditional teaching practices. One of the first things a teacher must consider is that each student has a different learning style. Bloom's taxonomy demonstrates different styles of learning related to cognitive domain (Huitt, 2004). Technology has opened up a new world to todays at- risk youth. Problem based learning challenges the student to learn how to learn, while working cooperatively in groups to seek solutions to real world problems.

This study is important to meeting the needs of today's at-risk youth. Technology has become something that this population of youth has begun to depend upon. It is natural for at risk youth to use technology such as Ipods, laptops, play stations, Xboxes, PC's and Apple computers. The students of today are confident, capable and accustomed to learning through technology. Expanding the uses of already familiar or available technology has the potential to greatly enhance the students' sense of mastery.

Anticipated Outcomes

Throughout my research, I intend to show how integrating technology into the curriculum can assist at-risk youth in becoming successful in school. In looking at who is at-risk, I hope to provide today's educators with the resources available for educating today's 21st century learner.

Working with the at-risk youth population for the past seven years has given me the opportunity, and the skills necessary to form positive relationships with the students, which has allowed me to work effectively with them. I will provide strategies for dealing with student behavior, and demonstrate how technology can improve over all behavior.

Research Questions

Who are today's at-risk youth, and what defines at-risk? How will integrating technology into the curriculum assist at-risk youth in becoming successful in school? What tools are available to assist educators with student behavior, and technology integration?

CHAPTER II

Literature Review

Who Is At Risk?

Many social critics argue that today's youth face more serious and critical risks than any previous generation. Most experts will agree that violence in schools, deteriorating family structure, substance abuse, alarming media images, and gang activity put teens at risk (Funderburke-Parker, 2008).

The overwhelming amount of literature presents a range of definitions for at-risk youth. Some authors identify risk factors with analytical validity for such unwanted behaviors as truancy, dropping out of school, or criminal activity. Others contend that all youth are potentially at risk of not achieving their potential. The label is often assigned to both gifted and remedial learners who do not fit the mainstream school population (Casey, 1992).

The most common definition of at-risk students is those students who are probably not going to graduate from high school (Morris, 2000). There are a great variety of conditions associated with being at risk. Researchers who have investigated characteristics correlated with a high likelihood of dropping out mention demographic, socioeconomic, and institutional characteristics such as:

- Living in unstable school districts

- Being a member of a low-income family

- Having parents who are not high school graduates

- Speaking English as a second language

- Being single-parent children

- Having negative self-perceptions; being bored or alienated; having low self-esteem.

At-risk youth may be defined by a variety of factors including physical and developmental disabilities, impoverished conditions, or belonging to ethnic or racial minorities. According to Munson (1991), what makes at risk youth different is their need for long term counseling and supportive care. Adolescents may be considered as "socially disabled" because they struggle to manage the tasks of daily living and are at risk of having problems in school, peer groups, and family relationships (Munson, 1991).

A variety of external influences, ranging from family, social contacts or schools can be detrimental and cause a youth to function "from a disadvantaged position" (Lenarduzzi, 1992). These youth generally lack social skills, thus causing them to resort to antisocial behavior (Wallach, 1991). While not all of these youth have been previously involved with the juvenile justice system (Calloway, 1991), it is believed that they will remain at-risk until effective support is received (Pommier & Witt, 1995).

At-Risk Factors

According to the National Youth Violence Prevention Resource Center (2007) risk factors are defined as scientifically established factors or determinants for which there is strong objective evidence of a causal relationship to a problem.

"Risk factors" in education commonly refer to situations or characteristics that may have a negative impact on the likelihood that a student will graduate from high school (Slavin, Karweit, & Madden, 1989). Although the U.S. Department of Education's National Center for Educational Statistics (NCES) has been unsuccessful in its efforts to get states to agree on a common definition of "dropout," the best available data indicate

that approximately 11% of U.S. students between the ages of 16 and 24 are out of school and have not completed high school (Kaufman, Kwon, Klein, & Chapman, 2000).

There are many factors which put youth at-risk for school and life failures. Deficiencies in a youth's natural environment can be a significant factor in putting youth at risk (Munson, 1999). The school setting has also been shown to cause problems for many adolescents. While school programs may be effective at reducing the likelihood of adolescents becoming at-risk, many youth are alienated from their school environment.

Race/ethnicity is an indirect risk factor. Race is a complex variable for the purposes of categorization of risk factors. Being African American or Hispanic increases one's statistical chances of dropping out of school; however, some of the reasons for these statistical changes may operate at an individual level, others at a family level, others at a school level, and still others at a community/societal level. Poverty concentration, class size, and school size are all associated with lower rates of academic success. Both large class size and school size also appear to be detrimental to students' achievements (U.S. Department of Education, 2000).

Research has found that it is possible to identify potential dropouts as early as elementary school (McDill, Natriello & Pallas, 1986). There is a widely held view that "we intervene too late in the course of a student's development, that certain parts of the profile of a dropout-prone student may be visible as early as the third grade," (Hodgkinson, 1985).

Much attention has been focused on such issues as adolescent suicide, illiteracy, teen pregnancy, substance abuse, juvenile crime, school dropouts, and youth unemployment. These are in fact symptoms. The real root causes that put youth "at risk"

are, poverty, lack of family support, negative peer pressure, and sometimes

neighborhood, skin color, ethnic background, or language barriers. A lack of parental

interaction and involvement increases the risk for violence, particularly among males.

Failure to set clear expectations, inadequate youth supervision and monitoring, and

severe or inconsistent family discipline practices can also contribute to delinquency and

violent behavior (Sauer, 1990).

It has been established that up to 50 percent of teens, particularly in the late teen

years, abuse substances such as alcohol, marijuana, and cocaine; many of them become

dependent upon such substances. Some of these youth may be self-medicating in an effort

to escape their unhappiness. Still others, due to their lack of inhibition, may be unable to

stop doing something that provides pleasure (Goldstein, 1998).

Juvenile Justice System and Education

The juvenile justice system faces enormous challenges in dealing with at risk

youth. Positive steps must be taken within communities, such as giving families in crisis

access to agencies capable of providing a variety of services. Parents must recognize that

they need to become part of the solution, giving youth the skills necessary to become

productive members of society. With the help of caring and informed adults, it is possible

to turn these youth around before they become another statistic (Bartollas & Miller,

2001).

One important strategy for improving the effectiveness of our correctional

institutions for youth is education. Without education, practical skills, programs that help

change anti-social behavior, and transition steps back into the community, what chance

do these youth have of becoming productive members of society? The penal system

generally provides punishment but little support to help these youth develop more effective and efficient life skills and success in daily life, and, thus the ability to stay out of trouble (Schwablearning, 2008).

The link between illiteracy and juvenile delinquency is well documented. Michael S. Brunner, Visiting Research Fellow at the U.S. Department of Justice, reported that the link between academic failure and delinquency is strong. Schools are contributing to the delinquency problem by continuing to provide traditional programming that leaves many students unable to read accurately, fluently, and effortlessly with comprehension. What brings about the delinquency is not the academic failure per se, but sustained frustration which results from continued failure to achieve selected academic goals (Citizens Commission on Human Rights, 2000).

Some argue that the large number of youth struggling with the Massachusetts Comprehensive Assessment System, the Massachusetts high stakes graduation requirement implemented in 2003, is increasing the drop-out rate, which means that the current number and proportion of young adults lacking a credential may be higher than it was in 2000 at the time of the Census (Papay, Murnane, Willett, 2008).

Behavior Management

According to (CLASS, 2008) Behavior Management encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.

Students are most likely to behave appropriately in the classroom when:

- Rules and expectations are clearly and consistently communicated.

- Behavior management is proactive, rather than reactive.

- Students receive consistent praise for meeting expectations (CLASS, 2008).

With clear expectations, students typically understand how to act in the classroom so that little time is spent on managing their behaviors. This can minimize distractions and disruptions, allowing classroom time to be spent on instructional activities, and increases the amount of time students are engaged in learning. Dealing with student behavior can be draining for teachers and students. By reducing the frequency and intensity of behavioral problems, more learning can take place (CLASS, 2008).

Haim Ginott was the first to support the role of communication skills in building sound classroom discipline. He presented a strong case for what he called "congruent communication," a style of speaking that does not attack others, but instead remains harmonious with feelings being experienced (Charles, 1998, p 57).

Ginott described discipline as a *"series of little victories"* that over time helps students acquire self-direction, responsibility, and concern for others. He believed that true discipline could not be accomplished over night, but is a process that grows gradually as teachers treat students humanely and considerately (Charles, 1998, p 67).

The essence of discipline, Ginott said, lies in finding effective alternatives to punishment. Ginott believed that the most important factor in improving classroom behavior is the teacher's self-discipline. Self-disciplined teachers rarely lose their tempers and they never behave rudely. They model the behaviors they want to see in their students (Charles, 1998, p 67).

The use of certain classroom management techniques can help teachers achieve well-disciplined classrooms. Some training programs have been proven to be very

successful in bringing about reductions of discipline problems in the classroom. Training programs for educators should include learning activities and practice in the areas of:

- Organizing the room and materials

- Developing a workable set of rules and procedures

- Assuring student accountability

- Formulating and explaining consequences

- Maintaining the management system

- Increasing instructional clarity

- Organizing instruction

- Adjusting instruction for special groups (Cotton, 1990).

21st Century Learning

At-risk youth are often sent to special programs with reduced expectations for academic performance. The effective schools research strongly supports the idea that schools establish and maintain high expectations and standards for all students and focus on helping students meet those expectations. At-risk youth do exhibit a strong need for success, however with clear goals and objectives, they can begin to move toward and achieve measurable success in school (Druian & Butler, 1987).

The No Child Left Behind Act of 2001 is placing a new emphasis on scientifically based research and is requiring states and school districts to choose "evidence-based" programs for their schools and classrooms. Certain programs or approaches are effective in improving student outcomes when implemented (Waxman, Lin, & Michko, 2003).

Some studies have found that using technology can change teachers' approaches from a teacher-centered to a more student-centered classroom where students work willingly, have

opportunities to make choices, and play an active role in their learning. Research has compared the classroom interactions between high school students and teachers involved in (a) computer-based instruction and (b) traditional instruction. It was found that student-teacher interactions were more student-centered and individualized during computer-based teaching and learning than in traditional teaching and learning (Sandholtz, Ringstaff, & Dwyer, as cited in Waxman, Lin, & Michko, 2003).

Another study that examined changes in classroom instruction as a result of technology found that high access to computers enabled teachers to individualize instruction more. Technology permits students to be involved in their own learning. With no history of failure, it allows at-risk youth to be successful at something, to build up their knowledge, and become part of the teaching process (Sandholtz, Ringstaff, & Dwyer, as cited in Waxman, Lin, & Michko, 2003).

A variety of technological tools can be useful in working with at-risk youth. Youth usually have positive experiences with technology, and individualized teaching and learning can, and does take place without the normal resistance to obvious educational approaches (Casey, 2000).

According to the Association for Educational Communications and Technology, (2004) instructional technology is defined as:

> "...the use of a variety of teaching tools to improve student learning. We usually think of computers and computer software when we think of instructional technology, but instructional technologies are not limited to computers in the classroom. Instructional technology describes all tools that are used for teaching and learning such as: cameras, CD players, PDA's, GPS devices, computer-based probes, calculators and electronic

tools we have yet to discover. Students and teachers use computer

software and Internet resources to locate, process, and present information,

learn and assess their skills". (np).

Students will spend their adult lives in a multitasking, multifaceted, technology-

driven, diverse, vibrant world. The world in which students live today has changed

dramatically, and schools must be prepared to change as well, to meet the demand of

educating the 21st century learner. Technology helps prepare students for the workforce

when they learn to use and apply applications that are used in today's workforce (Trotter,

1997).

The Evolution of Technology in Education

The United States Congress has a long history of supporting technology for

people with disabilities, dating back to 1879, when a $10,000 grant was made to support

the production of Braille materials at the American Printing House for the Blind. Funding

for captioning films for people who are deaf was provided in 1958. The primary rationale

for laws such as these was to provide technology resources that could be used to improve

instruction for people with disabilities. As public school programs for students with

disabilities increased, a need was identified to improve the access to instructional

materials, media, and technology by special education teachers (Blackhurst, & Edyburn,

2000).

American with Disabilities Act of 1988

The Americans with Disabilities Act gives civil rights protections to individuals

with disabilities similar to those provided to individuals on the basis of race, color, sex,

national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications (ADA, 2006).

Federal policy related to assistive technology was solidified with the passage of Public Law (PL) 100-407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988, which was the first major legislation exclusively directed to assistive technology. The legislation provided funding to support statewide planning and support for the delivery of AT services. The "Tech Act," as it has come to be known, provided definitions of AT devices and services. Those definitions were slightly modified in the re-authorization of PL 105-17, The Individuals with Disabilities Education Act, to make the wording of the definitions applicable to children with disabilities in schools. As defined in Section 300.5 of IDEA (Blackhurst & Edyburn, 2000).

According to the Individuals with Disabilities Education Act (IDEA, 2004), assistive technology (AT) is defined as "...any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

AT address many types of learning difficulties. A student who has difficulty writing can compose a school report by dictating it and having it converted to text by special computer software. A child who struggles with math can use a hand-held calculator to keep score while playing a game with a friend. And a teenager with dyslexia may benefit from AT that will read aloud his employer's online training manual (Stanberry, & Raskind, nd.).

Many common software applications have built-in capabilities that can be useful to students with disabilities. For example, most applications allow the user to modify the size and color of text, which can be useful for a student with low vision. Also many popular word-processing applications offer a text-to-speech features, which is useful for students with a variety of disabilities. In addition, most computer operating systems have accessibility features, for example allowing the user to magnify the screen, change the size of icons, and adjust the way the mouse and keyboard react (MDOE, 2008).

Software and Assistive Technology

Current research supports a direction away from the traditional, teacher-centered (didactic) direct instruction, where students are passive receptors of knowledge, towards the more student-centered, understanding-based (constructivist) teaching that focuses on ideas constructed by the students own knowledge, observations and experiences (Smerdon, Burkham, & Lee, 1999).

According to Wenglinsky (2005), teachers tend to be one of two types:

1. *Didactic:* in which students are taught basic skills primarily through having the teacher provide the knowledge and students receive it
2. *Constructivist:* in which students are taught complex problem-solving skills in an interactive process that moves from abstractions to concrete examples, where students control most of the learning process.

As a hands-on subject, technology education demands that students interact with their learning environment. When deciding what technology to use one should take into consideration:

- The lesson to be taught

- The appropriate technology to be used

- How that technology is to be used

- Limitations on the technology

- The ability of the technology to achieve the expected outcome (Jones, 1999).

Currently, there are more than 30,000 pieces of educational software available, with hundreds of new titles being added yearly. With more than a thousand titles available for a single subject area, it is nearly impossible for educators to sort through to see if a particular piece of software has been evaluated (Higgins & Boone, 2008). Selecting the right educational software package has become increasingly complex.

There are many issues to consider in selecting educational software:

- Evidence of its effectiveness;

- Alignment with your school, state, or district's standards;

- Suitability for your students' needs and learning styles;

- Total cost of purchasing, maintaining, and upgrading needed hardware and software (Learning Point Associates, 2002).

Technology, according to Jendron, (2007) has great potential in providing access for all learners. Through the use of assistive technologies, students with disabilities can have access the general curriculum. When assistive technology is appropriately integrated into the regular classroom, students are provided with multiple means to complete their work. Technology helps students with disabilities on many different levels. It can help them accomplish tasks such as:

- Master grade-level content. Technology presents the material in different forms (visually, auditorily, etc.)

- Improve writing and organizational skills. Technology can enable students with learning disabilities to develop a concept map for a research paper and write using grade-level vocabulary words they wouldn't use without a computer due to poor spelling skills.

- "Read" grade-level text. The computer either reads the text audibly, digitally or presents it at a lower grade level for students with reading disabilities or visual impairments.

- Take notes. Many students with disabilities have difficulty taking notes because of poor spelling, writing, and/or eye-hand coordination skills (Jendron, 2007).

Assistive technology can help youth with special needs by providing accommodations and adaptations to support educational programs that are already in place. In connection with disability issues, the term "accommodations" refers to a change in routine, method or approach that is used so that a person with a disability can participate in spite of challenges the disability might pose (Jendron, 2007).

Potential Classroom Uses

Janet Jendron (2007), of the University of South Carolina Assistive Technology Project, writes:

"For some students with learning disabilities, learning to spell words correctly may be a skill they cannot acquire or cannot acquire with enough fluency to be able to express themselves adequately in writing. To compensate for this inability, these students may be encouraged to use

alternative methods for spelling like a spell check program on the computer or a hand-held spelling device. Youth can advance their education and acquire new skills using a variety of assistive technology tools in the classroom" (np).

1. Reading Deficit

Encyclopedia of Mental Disorders (2008) defines Reading disorder as "a learning disorder that involves significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement or activities of daily life. People with reading disorder perform reading tasks well below the level one would expect on the basis of their general intelligence, educational opportunities, and physical health" (np).

- Reading software improves reading comprehension, vocabulary, grammar, writing skills, and teaches reading strategies that allows youth to become fluent and accurate readers (Jendron, 2007).

- Text Readers are software programs that read aloud all the text in any given document or application and often include other assistive features such as word prediction and spell check (Jendron, 2007). Having text read aloud benefits anyone having difficulty reading information on the screen or for whom simultaneously hearing and reading text aids comprehension. Talking software can help a child see and hear while learning (ATTO, 2005).

- Talking word processors are writing software programs that provide speech feedback as the student writes, echoing each letter as it is typed and or each word as the spacebar is pressed (ATTO, 2005).

- A portable word processor is a lightweight device that is easy to transport (e.g., from classroom to home). It can be helpful to students who may have trouble writing by hand and prefer to use a keyboard. Word processing allows the user to edit and correct his written work more efficiently than doing so by hand (Stanberry & Raskind, nd.).

- Talking spell checkers and electronic dictionaries can help a poor speller select or identify appropriate words and correct spelling errors during the process of writing and proofreading. Talking devices "read aloud" and display the selected words onscreen, so the user can see and hear the word options (Stanberry, K. Raskind, M. Ph.D., nd.).

- Word prediction software assists people who have difficulty spelling and writing. As a person types, word prediction will display a list of the most probable words allowing the typist to select the word from the list. The built-in talking dictionary lets the typist hear the definition to make sure that the word they select is the right word (Premier Literacy, 2008).

2. **Visual Deficit**

Visual aids for assisting with vision problems can increase contrast, enlarge stimuli and make use of tactile and auditory models. Devices that assist with vision include screen readers, screen enlargers, magnifiers, large-type books, taped books, braillers, light boxes, high contrast materials, thermoform graphics, synthesizers, and scanners (Higgins & Boone, 2008).

- Visual programs rely on visual learning, which is a proven method of organizing ideas graphically - with concept maps, mind maps and webs. Scientifically based

research demonstrates that visual learning techniques improve memory, organization, critical thinking and planning. Visual learning helps students improve academic performance and achieve success across the curriculum (Novak & Cañas 2006).

- Graphic organizers and outlining programs help users who have trouble organizing and outlining information as they begin a writing project. This type of program lets a user "dump" information in an unstructured manner and later helps organize the information into appropriate categories and order (Higgins & Boone, 2008).

- Electronic Braille devices allows the user's input to be converted into electronic signals which are stored as a digital file, and any tactile output is produced indirectly by displaying the file on a refreshable Braille display or printing it with an embosser (Dotlessbraille, 2007).

3. **Math Deficit**

When a student who is unable to remember math facts is allowed to do math problems with a calculator, the use of the calculator is an accommodation that enables the student to work around his or her disability. With this accommodation, the student can still solve math problems but uses a different method (Jendron, 2007).

- A talking calculator has a built-in speech synthesizer that reads aloud each number, symbol, or operation key a user presses; it also vocalizes the answer to the problem. This auditory feedback may help the student check the accuracy of the keys he presses and verify the answer before he transfers it to paper (Stanberry & Raskind, nd.).

- Electronic math worksheets are software programs that can help a user organize, align, and work through math problems on a computer screen. Numbers that appear onscreen can also be read aloud via a speech synthesizer. This may be helpful to people who have trouble aligning math problems with pencil and paper (Stanberry & Raskind, nd).

- On line math videos appeal to the visual learners. According to Christopher Matawa, most students benefit from visual representations of concepts (1998). Using manipulatives in the classroom assists with goals and is in keeping with the progressive theories of discovery and inquiry-based learning. Individual students learn in different ways. When manipulatives are used, the senses are brought into learning: students can touch and move objects to make visual representations of mathematical concepts (T2T, 2008).

4. **Attention Deficit**

Children with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) are typically kinesthetic learners and have difficulty with sitting at a desk doing pencil-and-paper work. When children think of themselves as "stupid" or "slow "and are seen as such, they often will be disruptive in school. Consideration of various means of presentation of materials when working with students with ADHD is recommended (FAS, 2008).

Computer instruction can support other learning activities, and can also provide motivation and focus for students with learning disabilities. Assistive technology can help students communicate with a least amount of stress and confusion. Special software can

also help a child with ADD reduce the effect of external stimuli, improving the ability to focus on class work (Jendron, 2007).

- Audio books allow users to listen to text and are available in a variety of formats, such as audiocassettes, CDs, and MP3 downloads. Special playback units allow users to and search and bookmark pages and chapters (Stanberry & Raskind, nd.).

- Speech recognition programs work in conjunction with a word processor. The user "dictates" into a microphone, and his spoken words appear on the computer screen as text. This can help a user whose oral language ability is better than his writing skills (Stanberry & Raskind, nd.).

- The Internet is making it possible for more individuals than ever to access knowledge and to learn in new and different ways. The internet allows educators to center learning around the student instead of the classroom, to focus on the strengths and needs of individual learners, and to make lifelong learning a practical reality (USDOE, 2000).

5. **Additional Graphics & Multimedia** to address learning challenges.

Multimedia software can easily present information in either text mode or graphics mode, but, when possible, both should be used (Overbaugh, as cited in Stemler, 1997). Students who do not understand information delivered by text often will understand it if it is presented by various varieties of multimedia. In particular, challenging topics sometimes become easier to understand when augmented by graphic displays (Gropper, as cited in Stemler, 1997).

Multimedia programs can be used to present information in many ways by combining multimedia techniques with instruction. High-quality presentations can be

created when they are based on objectives that focus on the learning of topics at different levels of comprehension (Gropper, 1983). It is better to present an explanation using two modes of representation rather than one, in words and pictures than solely in words (Mayer & Moreno, nd).

Podcasting

Podcasting provides another way of sharing and transmitting audio for teaching and learning in schools and at home. There is a variety of information available on how to create, produce and publish podcasts on the Internet. Anyone can create a podcast; all one needs is a computer, a microphone, and the Internet access.

- Audio podcasts can be synchronized with many popular MP3 players allowing students to publish on the Internet using basic software.

- Enhanced podcasts include chapter marks, images that change at predetermined times when the podcast is played and hyper links to websites. One can move to different chapters in the podcast, a feature also used in audio books.

- Video podcasts (sometimes referred to as vodcasts) are the very latest in podcasting and provides a visual and audio experience for the learner (Educate, 2008).

Blogging

- Educational blogging allows students to express themselves and to receive feedback, within the confines of the technology and the educational environment it is implemented in, as the teacher will be actively watching the content and the

dialogue. It can give students a vision of their ability to add to the accumulated knowledge and understanding in journaling or writing (Hargadon, 2008).

The use of multimedia as a learning tool can increase the teacher's effectiveness at demonstrating subject matter. Students can use multimedia presentations to enhance any subject matter demonstration, discussion, or report (Obiakor, 2007). However, for students who are at-risk, teacher directed multimedia lessons on specific skills will not necessarily assist the transfer of learning to real-life situations without meaningful dialogue and activities related to the content (Obiakor, 2007).

Multimedia can help create situations that stimulate interest, generate questions, find problems, or motivate investigations. The integration of multicultural education into educational technology can be vital to closing the digital divide for some students (Obiakor, 2007). Multimedia products provide supportive environments in which multicultural students can practice their writing, reading and communication skills (Obiakor, 2007).

Technology has the potential to transform the lives of students, opening up new worlds and enabling them to learn when, where and how they choose to, but educational professionals must be aware of the needs of these youth. It is necessary to connect students' lives to the curriculum of the classroom (McQuillen, 2003).

As we begin to move beyond the Internet as merely a library where you go to look up information, to a place where all users can contribute knowledge and insights, we need to recognize that the potentials for teaching and learning in these environments are exciting and enormous (Hargadon, 2008).

6. **Software Evaluation Tools**

As an educator, one is faced with software choices. The evaluation of educational software must take into account the usability, as well as learning effectiveness. Choosing the best software is an important task. The best way to evaluate the appropriateness of software programs for at risk youth is the response of students and teachers (Dudley & Owston, 1987). Software should not be too easy or too hard for the student. The software program should be challenging to maintain the attention of the student. Software should be entertaining and educational for the maximum results with at risk youth (Gray, 1991).

Kathy Schrock has created a simple software evaluation tool for teachers who are considering purchasing software (Appendix A). This resource facilitates decision-making about instructional software. There are few software programs to which one would apply all of the criteria, and one may need to omit the criteria that are not appropriate to the type of software being evaluated. There is no substitute for trying the actual software, and any review should only be used as a guide (Schrock, 2007).

CHAPTER III

Methods

I have been teaching at-risk youth, grades seven through twelve, with special needs, and behavioral problems, for the past seven years. I have found that these youth love technology. Most days it's difficult for me to get them to leave my classroom.

There is plenty of evidence that people do not all learn in the same way. Yet teachers often teach all students in the same way, using the same methods that have been successful in their own learning. Technology is a way of life for these youth to tap into their curiosity and creativity, and allows for risk taking.

My students are all on behavioral contracts; we use a point system where technology can be used as an incentive for positive behavior. Many educators have found creative ways of integrating technology into their curriculums. This guide will provide many resources that have been used effectively with my students.

Educational systems make available a variety of models such as private, religious, and home schools. Alternative programs tend to feature strict discipline and activities that build self-esteem and social skills. High academic expectations are characteristics of successful alternative programs. Maintaining behavioral and academic expectations are crucial to the success of these programs (McDonald, 2002).

Research shows that there are a great number of factors that lead to students acquiring the label "at-risk." We need to take into account these factors, and maintain healthy boundaries when working with this population of youth. All children can learn; schools and teachers do make a difference. Learning is all about the connections made.

Negative consequences are not the most effective way of eliminating problem behavior. It is important that positive consequences are used with students because they usually have a history of punishment to which they have grown accustomed.

By using this resource guide, teachers will be armed with the tools needed to manage the acting-out behaviors of at-risk youth using both technical interventions and those that do not involve technology. Teachers will also acquire technological tools to enhance teaching and learning.

CHAPTER IV

A Guide for Teachers:

Using Technology
to Positively Influence Students'
Engagement, Behavior, and Learning.

Created by: Denise McCall

CHAPTER DESCRIPTIONS

I. Specific Strategies to deal with Behavioral Challenges

- Behavior Contracts

- Clear Expectations & Assessment

- Rewards / Incentives

- Classroom Environment

- Classroom Engagement

II. Software Tutorials

- Microsoft Word

- Microsoft PowerPoint

III. Creative ways to integrate technology into the curriculum

IV. Webology

V. Glossary

CHAPTER I

Specific Strategies to Deal with Student Behavior

Behavior Contracts

Before you can begin to teach, student beha32vior must be addressed. Any student who needs extra structure, incentive to change bad behavior, support, and discipline will benefit from a behavioral contract. Behavior management encompasses many important concepts, such as developing a rapport with the students, establishing procedures and setting up positive behavior management systems.

Student behavior problems are challenging at all levels in today's schools. According to the Center for Effective Collaboration and Practice (2001), "Difficult student misbehaviors, reported by teachers included violation of classroom rules, being truant from school, blaming others for problems, irresponsible behavior, and destruction of property."

Implementing and following **classroom rules** that specifically address behavior encourages positive classroom participation and improves over all learning. Students should be redirected for inappropriate behavior before the behavior becomes out of hand. Well-defined classroom rules are useful in controlling problems and helping to prevent irresponsible behavior.

A **behavior contract** is an agreement between the teacher and the student, that sets limits for student behavior, rewards good choices, and outlines consequences for bad choices (Lewis, 2008). When creating a behavior contract, you should involve the student. Clearly defined rewards that allow the student the option to change the specific

behavior you want to change should be emphasized. In allowing the student to provide the rewards and consequences, he or she may be more invested in the behavior system.

Specific problems should be addressed as they occur, while good behavior should be praised as often as possible. The more students receive attention for the positive things they do, the less apt they are to look for attention in a negative way. One should always give the student a way out of the behavior by providing options instead of telling the student what to do. You must be very consistent with the students' behavior in the classroom.

Educators must always **set boundaries**, and stick to them. Maintaining healthy boundaries when working with youth who manipulate to get their needs met is crucial, because it sets limits. When talking about boundaries, we refer to how much we think we can share, receive, give, and how physically close we can become to our students, colleagues, friends, strangers and family. Educators should always maintain and reinforce healthy boundaries with students. Boundaries are essential in setting limits with at-risk youth.

Some students may not have the ability to set appropriate boundaries. Behavior contracts can help in changing the behavior of these students, so that they no longer disrupt learning in your classroom. Students should be involved in creating their behavior contracts, so that all expectations can be met (Appendix B). Research shows that the most important factor in student behavior and performance is the teacher/student relationship. Good communication and respect between teacher and students works (Watson, 2003). Strive to create a positive learning experience.

Haim Ginott repeatedly points out that students can be extremely sensitive. Being bossed around and labeled gives students validation for disrupting teachers and behaving defiantly. Teachers should therefore treat students as they themselves want to be treated, which can lead to better student performance and behavior (Charles, 1998, p. 67).

Students want teachers who:

- Respect them

- Care about them

- Listen to them

- Don't yell or shout

- Have a sense of humor

- Are in a good mood

- Let students give their opinions (Watson, 2003).

Clear Expectations & Assessment

Student expectations should be clear at start of each lesson, and reinforced throughout the lesson. By using a **rubric,** students have a working guide for their assignments. A rubric should focus on measuring a stated objective, performance, behavior, and quality of work (Appendix C).

When not presented with **clear expectations**, assignments can become frustrating for these students. You have to make expectations clear or you will expect one thing and get something else. Stating and posting expectations in the classroom can result in enhanced performance, and higher expectations can equal a better quality of work. When

you lower your expectations, students will slack off and achieve less than their best.

Students with a learning disability should be treated like other students. Some modifications to the curriculum may be needed in the way information is presented and in the methods of testing and evaluation. Assessments can reveal what individual students know and are able to do (South Dakota State University, 2009). **Self assessments** have a range of potential advantages for at-risk youth. They involve learners in their learning and given feedback about the quality of their work and how to make it better.

Rewards / Incentives

There are many teachers across the country who are successfully motivating today's at- risk youth. Many are doing it without resources or special training. They are doing it because of their ability to make their classrooms a place their students want to be. These teachers have created a classroom where their students want to return to each day.

Rewards that reinforce learning can help students remember classroom expectations. Creating t-shirts, burning Cd's and printing photos are only a few rewards that work with at-risk youth. Rewards can help students become proficient in mastering the expectations of acceptable classroom behavior.

Fredric Jones, the developer of Positive Classroom Management and the author of *Positive Classroom Discipline*, speaks of **genuine incentives**. When we think of Grandma's rule, "first you eat your vegetables, then you can have your dessert," we don't think of education. However, applied to the classroom, the rule requires students to first

do what they have to, to be able to do what they want. The **i**ncentive is the end product; students must complete their assignments to receive the incentive (Charles, 1998, p 106).

One of the greatest motivators to improve student behavior is to provide an incentive or reward for appropriate behaviors that occur over a defined period of time (Watson, nd). Allow students to choose their incentives–provide a list of some things that have worked. Some incentives that have worked for this researcher are:

- 15 minutes of free activity

- Earn points for a class video

- Wear your favorite hat on Friday's

- Have lunch with your favorite person or the teacher

- Free time in another classroom

- Receive a positive note or phone call to parent or guardian

- Purchase items using your School Dollars, such as playing cards, t-shirts, CD's to burn or snacks

- Purchase something from the school store

- Earn tickets toward free time

- Earn $5.00 gift card of choice

- Downloading music

- Free pencil s or pens

- Free photo paper and frames

- Earn pizza for your whole class

- Free homework passes

- Enjoy social networking sites with the teacher's assistance

- Listen to the radio or CD for a specified period of time

- Enjoy a playing a game with a friend or teacher

- Such as, pool, chess or ping pong (Watson, n.d).

Classroom Environment:

The classroom environment is very important; one should make it attractive, comfortable, and functional. Teachers should greet each student personally as they enter class each day; this allows students to feel welcomed. Comment positively and appropriately on their demeanor when possible, their smile, and their kindness to someone else. This researcher has seen that positive reinforcement is an effective means of influencing behavior.

These students love praise; often they think that they're the most important person in the classroom. Educators should find positive things to say about each student, and say it as often as possible, but always remembering that not all students can handle public praise. Praise must be for genuine achievement. These youth know when one is lying and they appreciate the truth. Too much praise can lead to a student becoming dependent on it. The student then begins to need constant praise and develops no personal initiative.

Classroom Engagement:

Often at-risk youth have been traumatized at an early age when they have not yet learned to speak and may not have had words for their experiences. Many of these students express their experiences behaviorally, instead of verbally. Instead of reacting to these students, one must reach out to them and try to gain their trust.

Building trust with difficult students is not an easy process. Taking a personal interest in each student is where educators need to begin. Most students come to school

trusting their teachers. However, theses students do not trust, or like school and do not see any point in behaving appropriately. They find satisfaction in disrupting class by being verbally abusive. One needs to think before responding to these students (Charles, 1998). Meaningful communication with at-risk youth shows caring for the students as individuals, and allows them to be themselves.

Students behave when they are involved and engaged in their learning. Constructivist uses of technology can help students learn better than they would otherwise, whereas didactic uses of technology make the technology useless or even damaging. Student involvement is an essential aspect of meaningful learning. The term constructivism in all probability is derived from Jean Piaget.

In Piaget's view, intelligence consists of two interrelated processes, organization and adaption. People organize their thoughts so that they make sense, separating the more important thoughts from the less important ones as well as connecting one idea to another. At the same time, people adapt their thinking to include new ideas, as new experiences provide additional information. This adaptation occurs in two ways, through assimilation and accommodation. In the former process, new information is simply added to the cognitive organization already there. In the latter, the intellectual organization has to change somewhat to adjust to the new idea. (Berger, 1978, p. 55)

Constructivism is a theory based on observation and scientific study, about how people learn. People construct their own understanding and knowledge of the world, through their own experiences and reflecting on those experiences. Constructivist teachers encourage students to constantly assess how the activity is helping them gain

understanding. By questioning themselves and their strategies, students in the constructivist classroom can become expert learners. This gives them ever-broadening tools to keep learning (Matsuoka, 2004).

With a well-planned classroom environment, the students learn how to learn. Always guided by the teacher, students construct their knowledge actively rather than just automatically gaining knowledge from the teacher or the textbook.

The strategies mentioned can assist educators in maintaining classroom behavior. When student behavior is addressed before it gets out of hand, overall behavior and classroom participation improves. Don't fear trying something new with these students, they can adjust to most anything.

CHAPTER II

Office 2007 Tutorials:

There are many resources available for educators involving technology in the classroom, such as web sites with teacher created assignments, free tutorials, Web quests, podcasts, videos and blogs.

In order to prepare educators to use today's software; I have created two Office 2007 tutorials for using Microsoft Word, and Power Point with the help of GCFlearnfree.org. GCF offers computer and technology training tutorials absolutely free. By creating a free account, educators and students can learn online at their own pace at http://www.gcflearnfree.org.

These tutorials will not make educators and students entirely technologically literate, but with hard work and time, these tutorials can assist in the ongoing process of educating and preparing them for the 21st century world.
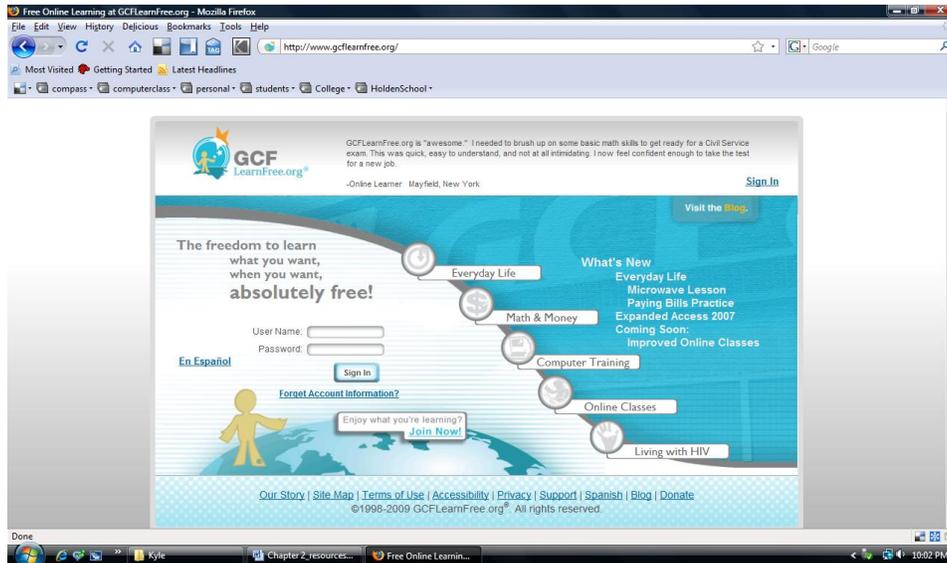
Introduction to Microsoft Word

Word 2007 is the word processing software in the Microsoft 2007 Office Suite. It allows you to easily create a variety of professional-looking documents using features such as themes, styles, SmartArt, and more.

Setting up Your Word Environment
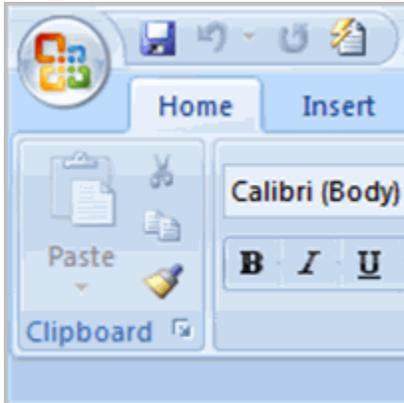
Before you begin creating documents in Word, you may want to **set up your Word environment** and become familiar with a few **key tasks** such as how to minimize and maximize the Ribbon, configure the Quick Access toolbar, display the ruler, and use the Word Count and Zoom tools.

Tasks to Set Up and Use Word

To Minimize and Maximize the Ribbon:

- Right-click anywhere in the main menu.

- Select **Minimize the Ribbon** in the menu that appears. This will **toggle** the

  Ribbon **on** and **off**.
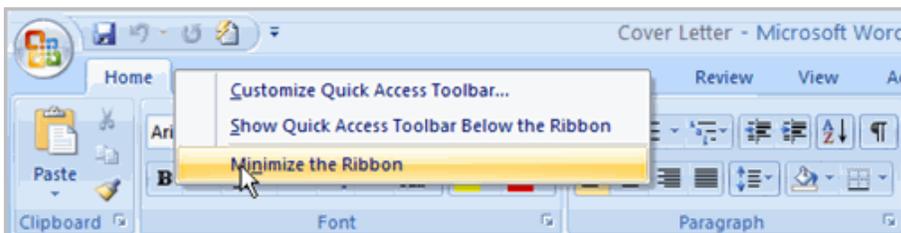
The **check mark** beside *Minimize the Ribbon* indicates the feature is active.

The new, **tabbed Ribbon system** replaces traditional menus in Word 2007. It is designed to be responsive to your current task and easy to use; however, you can choose to **minimize the Ribbon** if you would prefer to use different menus or keyboard shortcuts.

To Add Commands to the Quick Access Toolbar:

- Click the **arrow** to the right of the Quick Access toolbar.

- Select the **command** you wish to add from the drop-down list. It will appear in the Quick Access toolbar.
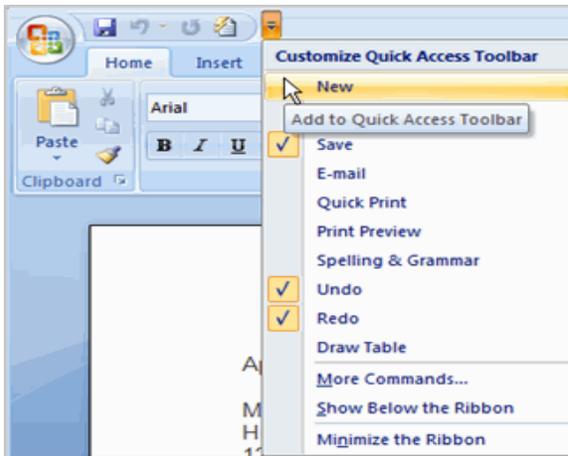
The Save, Undo, and Redo commands appear by default in the Quick Access toolbar.

You may wish to add other commands to make using specific Word features more convenient for you.

To Display or Hide the Ruler:

- Click the **View Ruler** icon over the scrollbar.
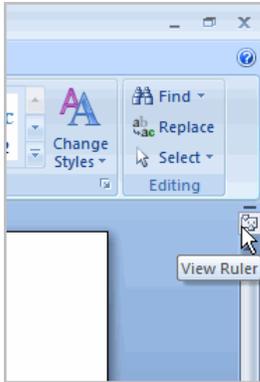
The **View Ruler** icon works as a toggle button to turn the ruler on and off.

Text Basics
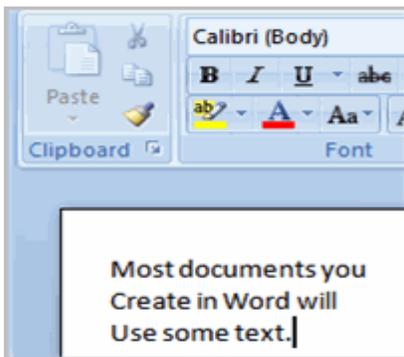
It is important to know how to perform **basic tasks with text** when working in a word processing application. In this lesson you will learn the basics of working with text including how to insert, delete, select, copy, paste, drag and drop text.

Working with Text

To Insert Text:

- Move your mouse to the location you wish text to appear in the document.

- Left-click the mouse. The **insertion point** appears.

- Type the text you wish to appear.

To Delete Text:

- Place your cursor next to the text you wish to delete.

- Press the **Backspace** key on your keyboard to delete text to the left of the cursor.

- Press the **Delete** key on your keyboard to delete text to the right of the cursor.

To Select Text:

- Place the **insertion point** next to the text you wish to select.

- Left-click your mouse and while holding it down, drag your mouse over the text to select it.

- Release the mouse button. You have selected the text. A **highlighted box** will appear over the selected text.

When you select text or images in Word, a **hover toolbar** with formatting options appears. This makes formatting commands easily accessible, which may save you time.

To Copy and Paste Text:

- Select the text you wish to copy.

- Click the **Copy** command on the Home tab.

- Place your insertion point where you wish the text to appear.

- Click the **Paste** command on the Home tab. The text will appear.
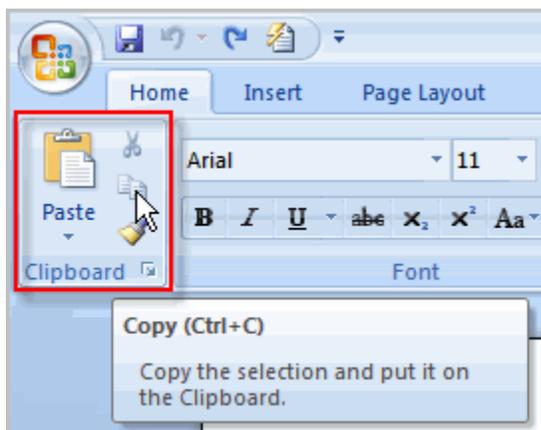
To Drag and Drop Text:

- Select the text you wish to copy.

- Left-click your mouse and **drag the text** to the location you wish it to appear. The cursor will have a text box under it to indicate that you are moving text.
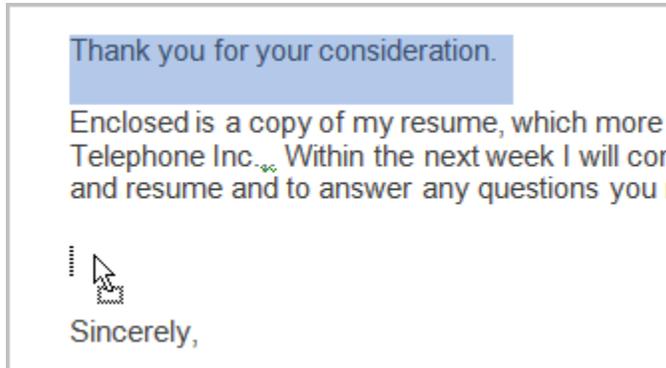
- Release the mouse button and the text will appear.

If text **does not appear** in the exact location you wish, you can click the **Enter** key on your keyboard to move the text to a new line.

Saving Documents
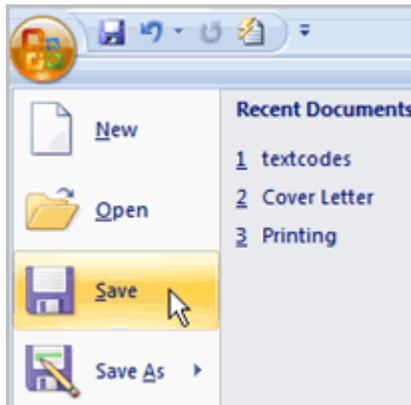
It is important to know how to save the documents you are working with. There are many ways you **share and receive documents**, which will affect how you need to save the file. Are you downloading the document? Saving it for the first time? Saving it as another name? Sharing it with someone that does not have Word 2007? All of these things will

affect how you **save your Word documents**. In this lesson you will learn how to use the

save and save as commands, how to save as a Word 97-2003 compatible document, and

how to save as a PDF.

To Use the Save As Command:
- Click the **Microsoft Office Button**.

- Select **Save As** → **Word Document**. The **Save As** dialog box appears.
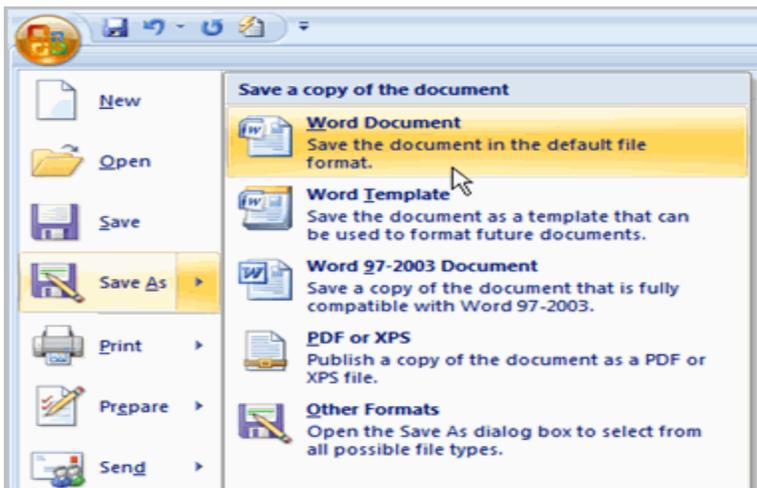
- Select the **location** you wish to save the document using the drop-down menu.

- Enter a **name** for the document.
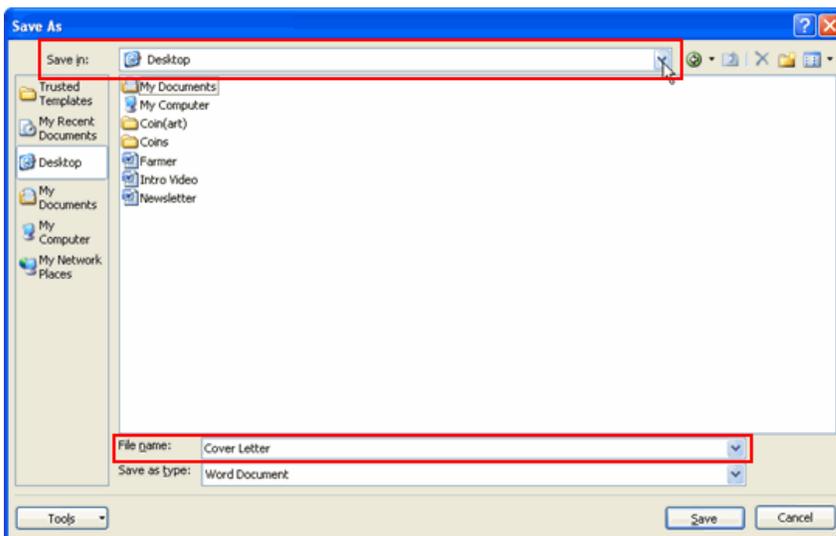
- Click the **Save** button.

To Use the Save Command:

- Click the **Microsoft Office Button**.

- Select **Save** from the menu.

Using the Save command saves the document in its current location using the same file name. If you are saving for the first time and select **Save**, the **Save As** dialog box will appear.

To Use the Save As Word 97 - 2003 Document:

- Click the Microsoft Office Button.

- Select Save As → Word 97-2003 Document.

- Select the location you wish to save the document using the drop-down menu.

- Enter a name for the document.

- Click the Save button.

To Download the PDF Extension:

- Click the Microsoft Office Button.

- Select Save As ➝ Find add-ins for other file formats. This will open your web browser to the Microsoft site.

- Follow the instructions on the Microsoft site for downloading the extension.

To Save As a PDF:

- Click the Microsoft Office Button.

- Select Save As ➝ PDF. The Save As dialog box will appear.
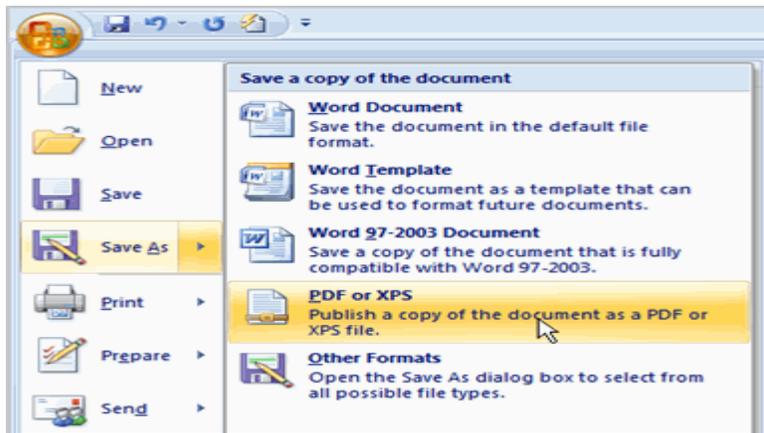
- Select the location you wish to save the document using the drop-down menu.

- Enter a name for the document.

- Click the Publish button.

Proofing Features
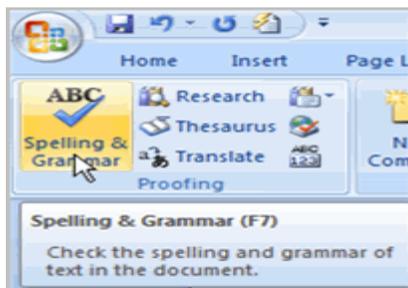
Worried about making mistakes when you type? Don't be. Word provides you with several **proofing features** that will help you produce professional, error-free documents. In this lesson you will learn about the various proofing features, including the Spelling and Grammar tool.

Various Line Colors:
By default, Word automatically checks your document for **spelling and grammar** errors. These errors are indicated by **colored wavy lines**.

- The **blue line** indicates a contextual spelling error.

    o A **contextual spelling** error is when an incorrect spelling of a word is chosen. For example, if I write, "Deer Mr. Theodore," at the beginning of a letter, **deer** is a contextual spelling error because I should have used **dear**. **Deer** is spelled correctly, but it is used incorrectly in this letter.

- The **red line** indicates a misspelled word.

- The **green line** indicates a grammar error.
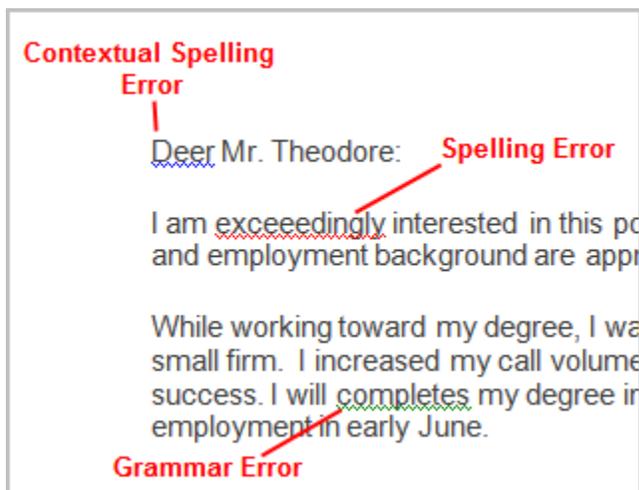
To Use the Spelling Check Feature:

- Right-click the **underlined** word. A menu will appear.

- Select the **correct spelling** of the word from the **listed suggestions**.

- Left-click your mouse on the word. It will appear in the document.
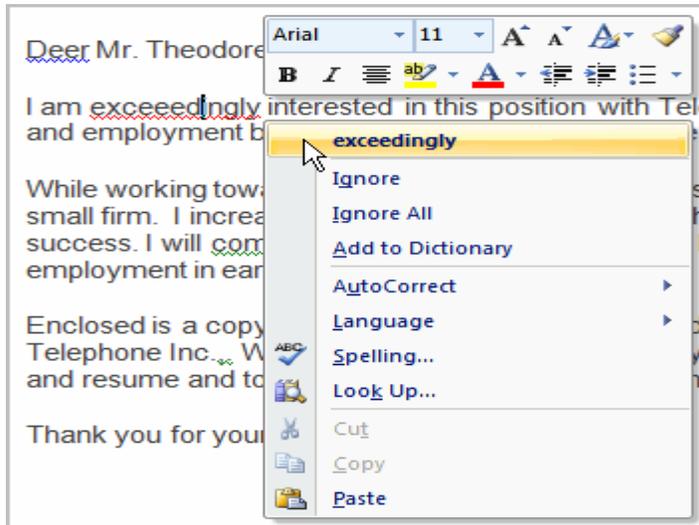
You can choose to **Ignore** an underlined word, add it to the **dictionary**, or go to **Spelling**

dialog box.

To Use the Grammar Check Feature:
- Right-click the **underlined** word. A menu will appear.

- Select the **correct word** from the **listed suggestions**.

- Left-click your mouse on the word. It will appear in the document.
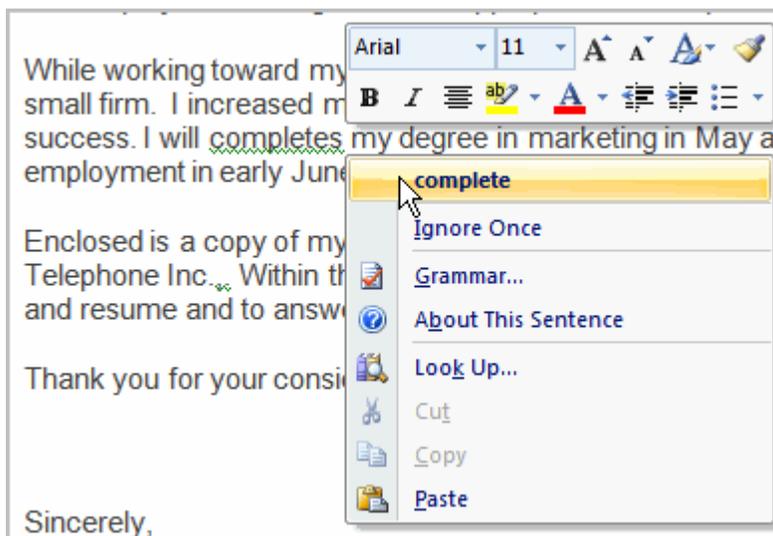
You can also choose to **Ignore** an underlined word, go to **Grammar** dialog box, or find out **more information** about the word and its usage.

You can also wait and run the spelling and grammar check **after completing the document**. Click the **Spelling & Grammar command** on the Review tab.

Working with Hyperlinks

A **hyperlink** is a piece of **text** or an **image** in an electronic document that can connect readers to another portion of the document or a different web page. In addition, a hyperlink can be used to connect to and open an email client window.

Ever noticed the **active links** on web pages that allow you to **jump from one page to another?** You just used one to open this lesson. These are **hyperlinks**. You can use these in electronic versions of your Word documents just like you do in web pages. In this lesson you will learn the **basics of working** with hyperlinks, including how to insert and remove them in your Word document.

To Insert a Hyperlink:
- Select the **text or image** you would like to make a **hyperlink**.

- Select the **Insert** tab.

- Click **Hyperlink** in the Links group. The Insert Hyperlink dialog box appears. If you selected text, the words will appear in the **Text to display:** field at the top.

- Type the address you would like to link to in the **Address:** field.
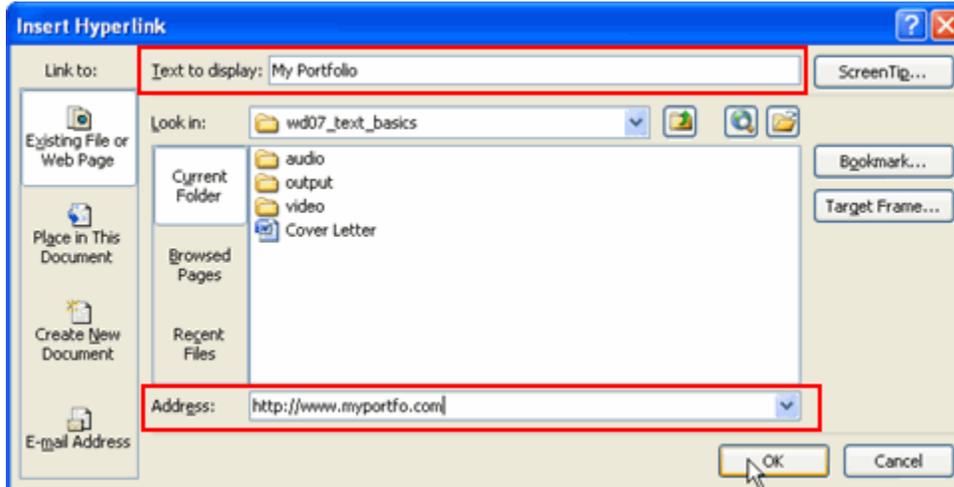
- Click **OK**. The text or image you selected will now be a hyperlink.

You can also insert a hyperlink that links to **another portion of the same document**.

Word recognizes many emails and web addresses as you type and will format them as

hyperlinks automatically after you press the **Enter** key or **spacebar**.

To Remove a Hyperlink:
- Select the **hyperlink** you would like to deactivate.
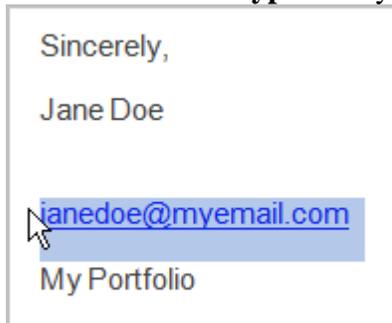
- Select the **Insert** tab.

- Click **Hyperlink** in the Links group. The Edit Hyperlink dialog box appears.
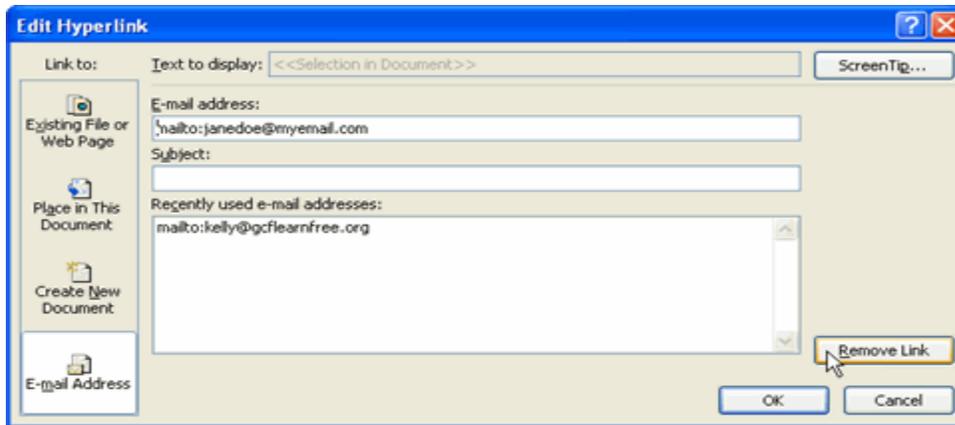
- Click **Remove Link**.

Printing Documents
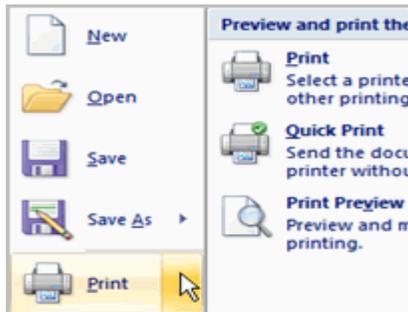
Once you complete your document, you may want to **print** it for various reasons. This

lesson covers the three basic features of printing in Word including **Print Preview**,

Quick Print, and **traditional Print**.

Printing
To Preview the Document Before Printing:

- Click the Microsoft Office Button.

- Select **Print** → **Print Preview**. The document opens in Print Preview format.

- Click **Print** to print the document or **Close Print Preview** to exit the preview format and make changes to the document.

In **Print Preview format**, you can do many tasks including:

- Modify the margins

- Change page orientation

- Change the page size

- Zoom in and out to view various parts of the document

- View multiple pages

- Access Word Options to change many Word settings

- And more

To Print:

- Click the Microsoft Office Button.

- Select **Print** → **Print**. The Print dialog box appears.

- Select the pages you would like to print -- either **all pages** or a **range** of pages.

- Select the **number of copies**.

- Check the **Collate** box if you are printing multiple copies of a multi-page document.

- Select a printer from the drop-down list.
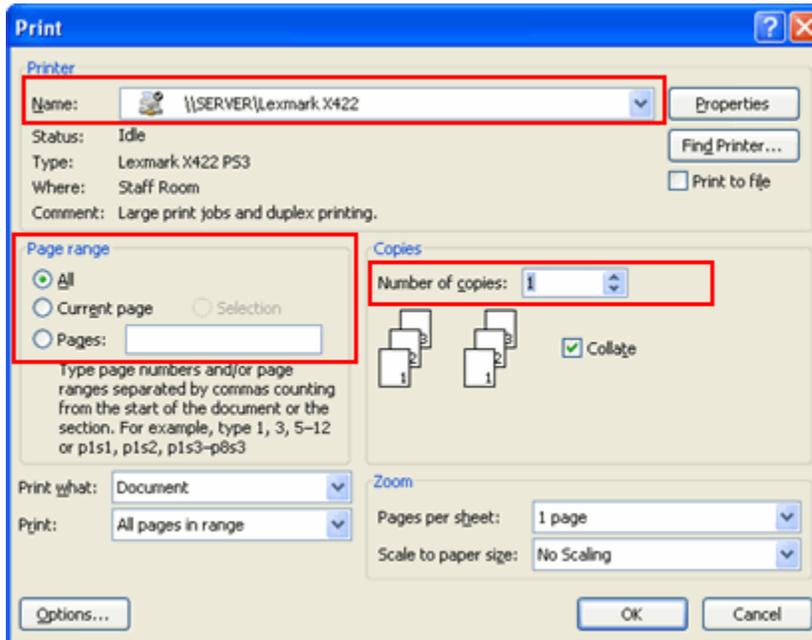
- Click OK.

To Print via Quick Print:

- Click the Microsoft Office Button.

- Select **Print ➝ Quick Print**.

- The document automatically prints to the default printer.

Introduction to Microsoft PowerPoint 2007

PowerPoint 2007 is the presentation graphics software in the Microsoft 2007 Office Suite. With PowerPoint, you can use its easy-to-use predefined layouts, themes, or templates to create dynamic and professional presentations.

Setting up Your PowerPoint Environment
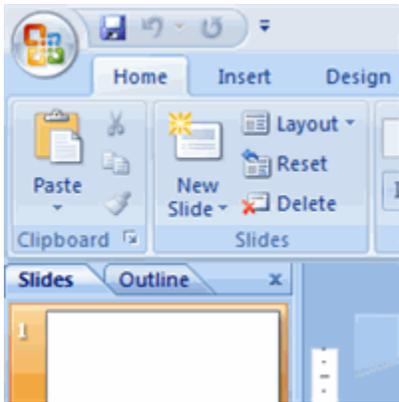
Before you begin creating presentations in PowerPoint, you may want to **set up your**

PowerPoint environment and become familiar with a few **key tasks** such as how to

minimize and maximize the Ribbon, configure the Quick Access toolbar, switch views,

and access your PowerPoint options.

Exploring the PowerPoint Window
When you open PowerPoint, a new presentation is created and a blank slide appears in

the PowerPoint window. The slide has placeholders for you to add a title and subtitle.

The **tabbed Ribbon menu system** is how you access the various PowerPoint commands.

If you have used previous versions of PowerPoint, the Ribbon system replaces the

traditional menus. Above the Ribbon in the upper-left corner is the **Microsoft Office**

Button. From here, you can access important options such as New, Save, Save As, and

Print. By default the **Quick Access Toolbar** is pinned next to the Microsoft Office

Button, and includes commands such as Undo and Redo.

On the left side of the window, you will see a **task pane** with slides and outline tabs,

which appears by default. On the bottom, right area of the screen you will find View

commands (Normal, Slide Sorter, and Slide Show), and the zoom tool.
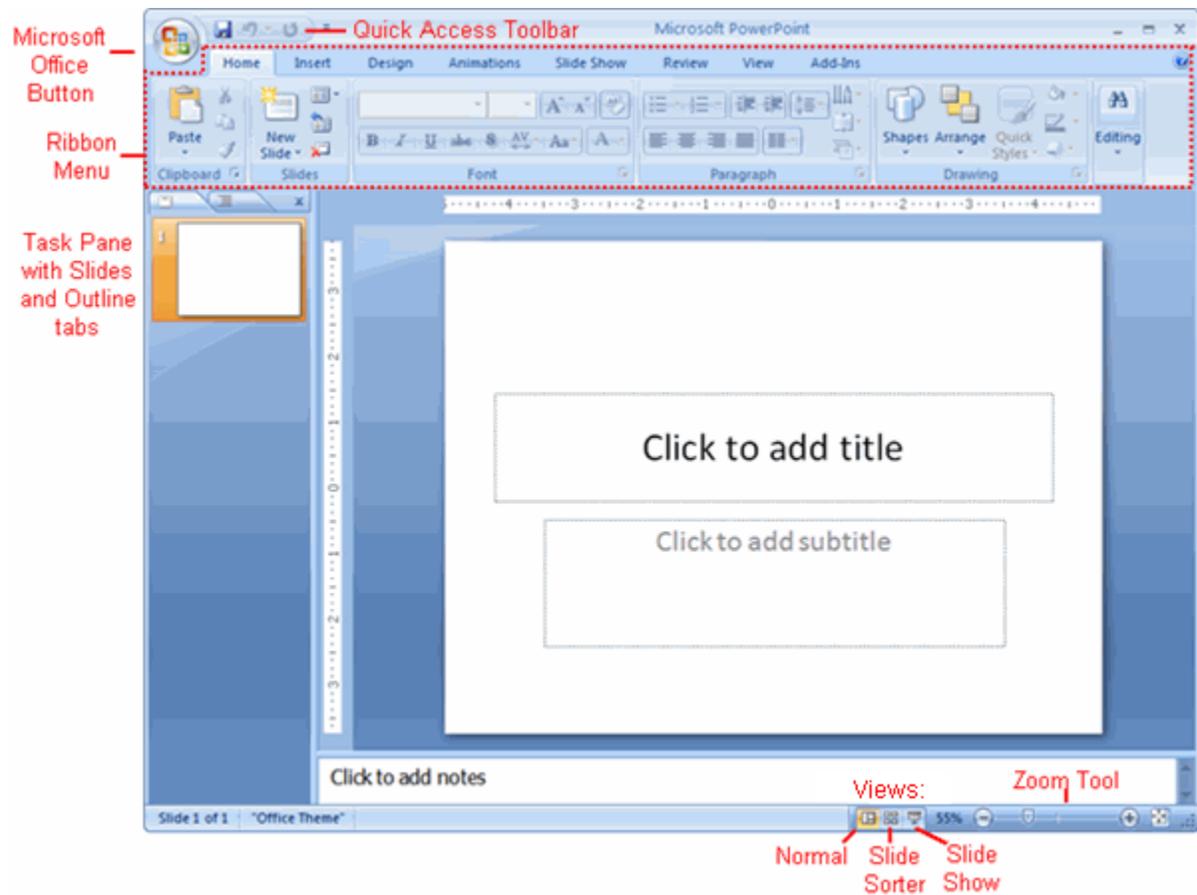
To Zoom In and Out:

- Locate the **zoom bar** in the bottom, right corner.

- Click the **slider** and **drag** it to the right to zoom in and to the left to zoom out.
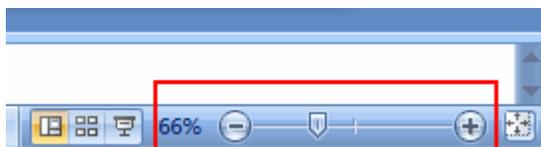
To Change Views

- Locate the **View options** in the bottom, right corner. The View options are

    Normal, Slide Sorter, and Slide Show.

- Click an option to select it.

The default is **Normal View**.

The Quick Access Toolbar
The Save, Undo, and Redo commands appear by default on the Quick Access toolbar.

You may wish to add other commands to make using specific PowerPoint features more

convenient for you.

To Add Commands to the Quick Access Toolbar:
- Click the **arrow** to the right of the Quick Access toolbar.

- Select the **command** you wish to add from the drop-down list. It will appear in

  the Quick Access toolbar.
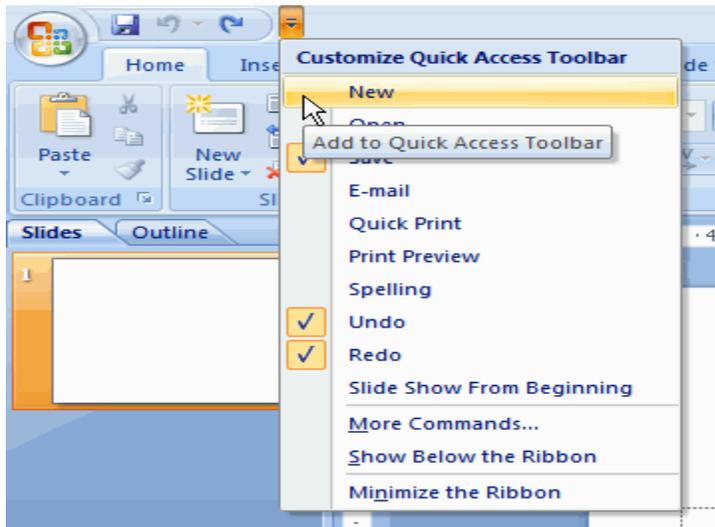
OR

- Select **More Commands** from the menu and a dialog box appears.

- Select the command you wish to add.

- Click the **Add** button.

- Click **OK**.

The Ribbon

The new, **tabbed Ribbon system** replaces traditional menus in PowerPoint 2007. It is

designed to be responsive to your current task and easy to use; however, you can choose

to **minimize the Ribbon** if you would prefer to use different menus or keyboard

shortcuts.

To Minimize and Maximize the Ribbon:

- Click the **drop-down arrow** next to the Quick Access toolbar.

- Select **Minimize Ribbon** from the list. The Ribbon disappears.

- To maximize the ribbon, click the arrow again and select **Minimize the Ribbon**

  to toggle the feature off.
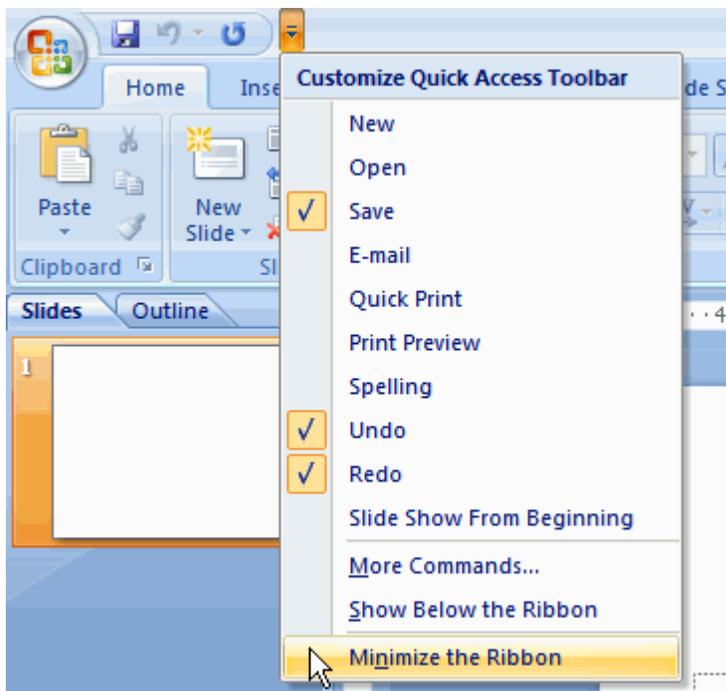
You can also minimize and maximize the Ribbon by right-clicking anywhere in the

Ribbon and selecting **Minimize the Ribbon** in the menu that appears.

The Microsoft Office Button

The **Microsoft Office Button** appears at the top of the PowerPoint window. When you click the button, a menu appears. From this menu you can create a new presentation, open existing files, save files in a variety of ways, and print. You can also add security features, send, publish, and close files.
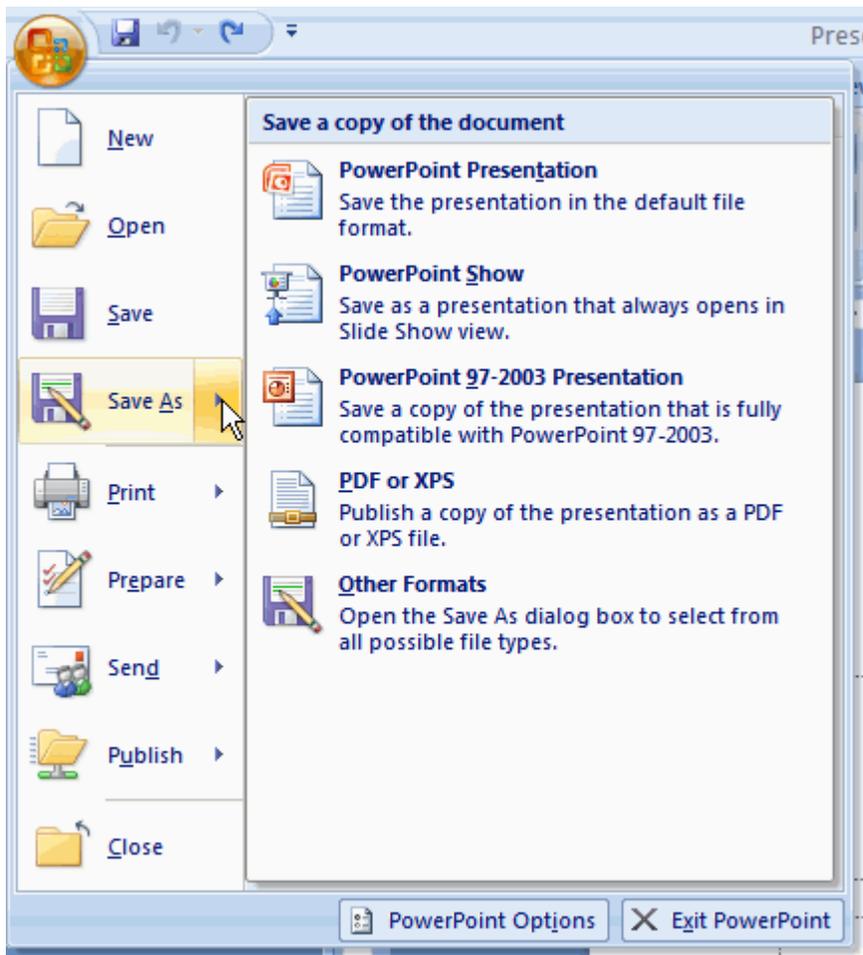
To Change the Default PowerPoint Options:

- Click the **PowerPoint Options** button. A dialog box will appear.

- Select a **category** on the left to access different PowerPoint options.

- Modify any of the default settings. For example, if you want to change the **color scheme** of the PowerPoint window, click the color scheme drop-down menu in the **Popular** section and choose an option. In this example, we choose Black.
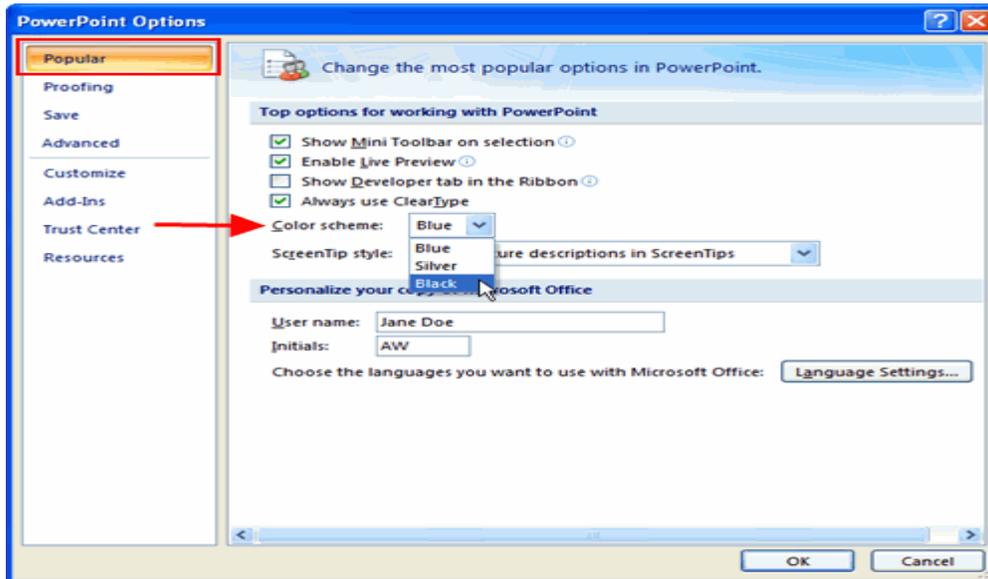
- Click OK and the changes will be applied. In this example, the PowerPoint window color scheme is now Black.
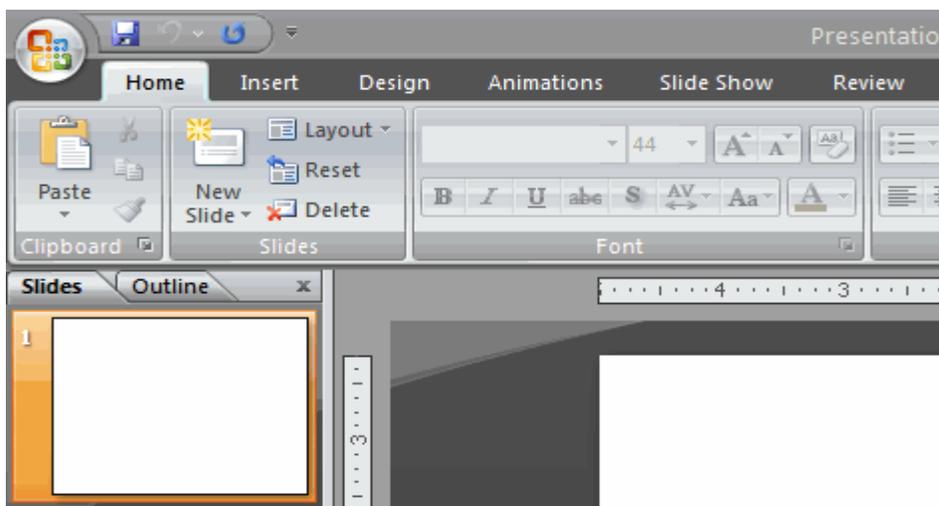
As you learn more about PowerPoint and become proficient at using it, you may want to modify some of the settings. As a **beginning user**, it is usually best to **leave** the **default settings**.

Presentation Basics
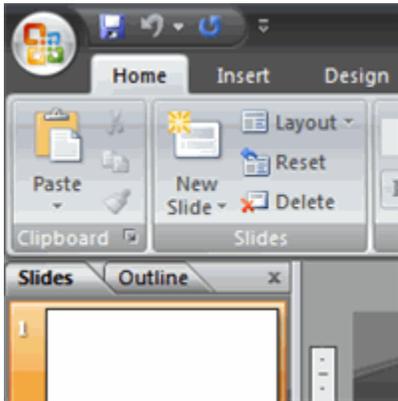
PowerPoint includes all the features you need to produce professional-looking presentations. When you create a PowerPoint presentation, it is made up of a series of **slides**. The slides contain the information you want to communicate with your audience. This information can include text, pictures, charts, video, sound, and more.

Before you begin adding information to slides, you need to know the basics of working with slides. In this lesson you will learn how to start a new presentation, **insert** new slides, modify a **layout**, move and copy slides, how **placeholders** work, as well as how to save your presentation.

Creating New Presentations

When you open PowerPoint from the **Start** menu or from an icon on your desktop, a new presentation with **one slide** appears by default. You can also create a new presentation while PowerPoint is **already open**.

- Click the **Microsoft Office Button** and choose **New** from the menu.
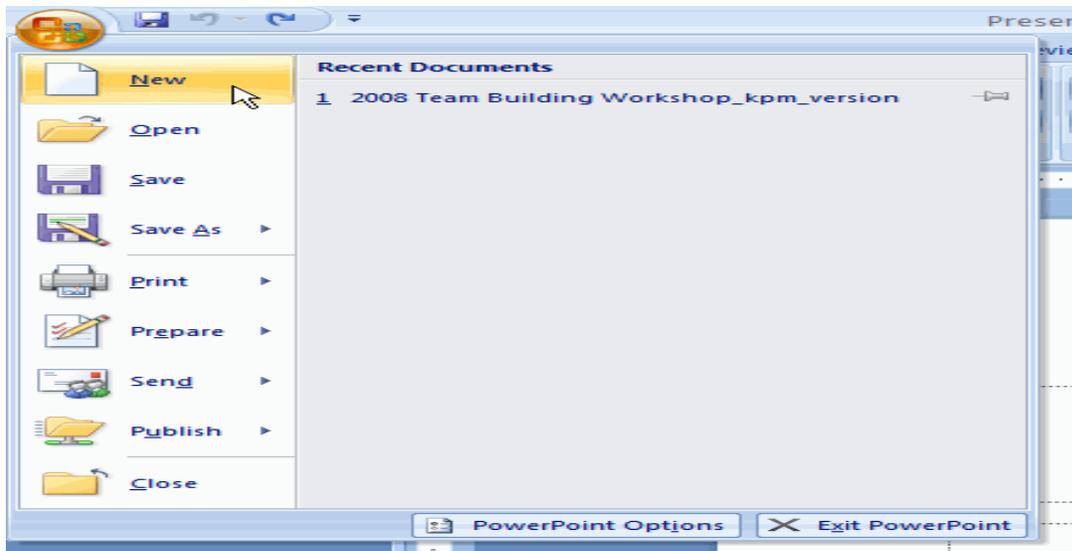
The **New Presentation** dialog box will appear. **Blank** presentation is selected by default.
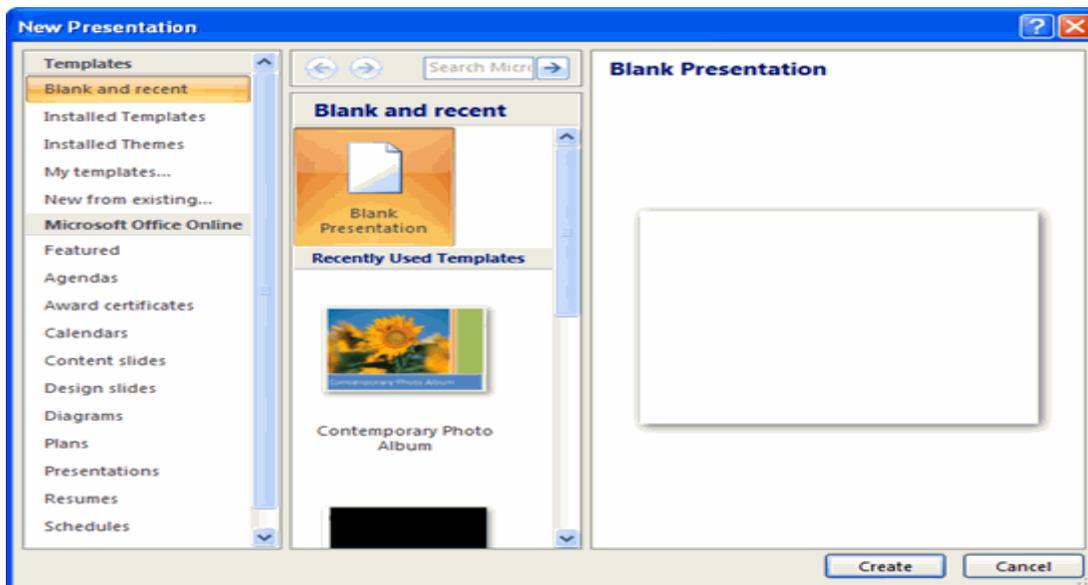
- Click **Create**, and a new presentation will open in the PowerPoint window.

The default slide that appears when you create a new presentation is a **Title Slide** layout.

Slide Basics

About the Slides

Slides contain **placeholders**, or areas on a slide that are enclosed by dotted borders. Placeholders can contain many different items including text, pictures, and charts. Some placeholders have **placeholder text**, or text that you can replace, and **thumbnail-sized icons** that represent specific commands such as Insert Picture, Insert Chart, and Insert Clip Art. Hover over each icon to see the type of information you can insert.
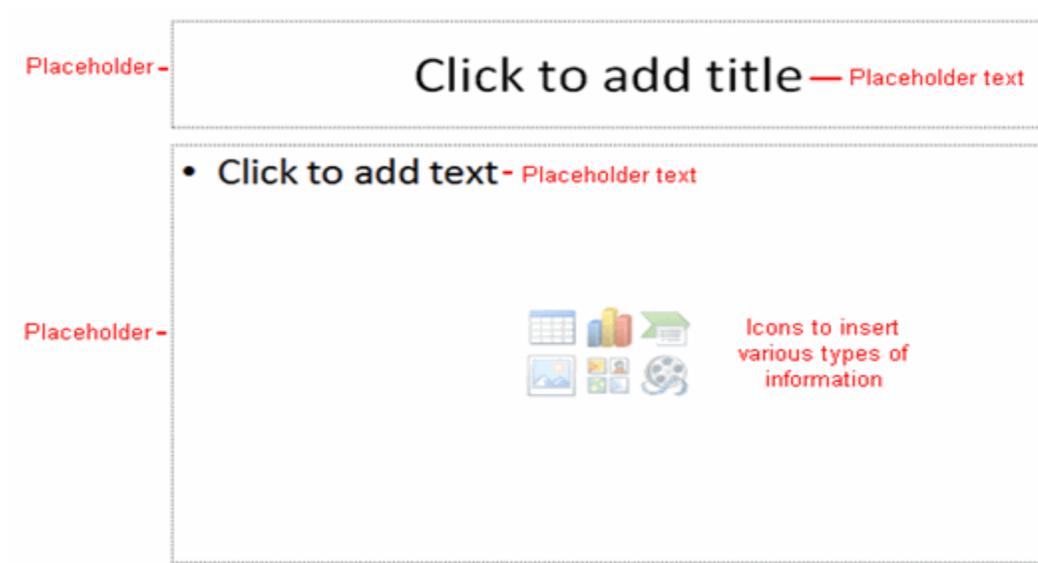
About Slide Layouts

The placeholders are arranged in different **layouts** that you can select when you **insert a new slide** or that can be **applied to existing slides**. In the example above, the layout is called **Title and Content** and includes title and content placeholders.

A slide layout **arranges** your slide content. Layouts contain different types of placeholders that you can use depending on what information you want to include in your presentation. Each layout has a descriptive name, but the image of the layout shows you how the placeholders are arranged on the slide.

To Insert Text into a Placeholder:

- Click inside the **placeholder**. The placeholder text will disappear and the

  insertion point will appear.

- Type your text once the insertion point is visible.

- Click **outside the placeholder** when you have entered all your text into the

  placeholder.

When you enter text or use the icons to insert items, the placeholder text and/or icons

disappear as soon as you start typing.

To Insert a New Slide:

- Click the **New Slide** command in the **Slides** group on the Home tab. A menu will

  appear with your slide layout options.
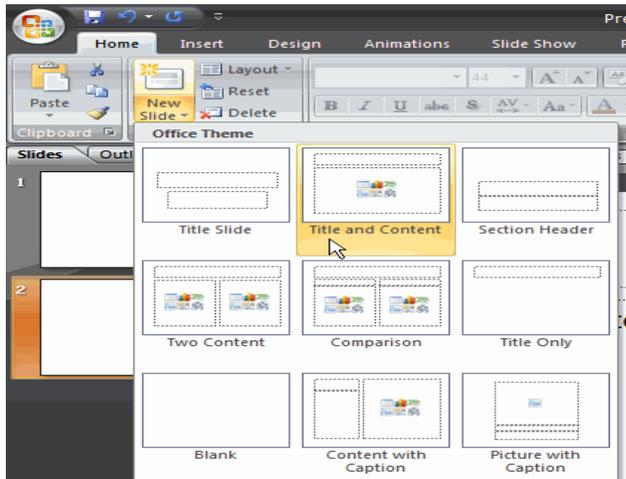
- Click the slide you want to insert. A new slide with the chosen layout will appear

  in the center of the PowerPoint window and in the pane on the left.

To Change the Layout of an Existing Slide:

- Select the slide you wish to change.

- Click the **Layout** command in the **Slides** group on the Home tab. A menu appears with your options.
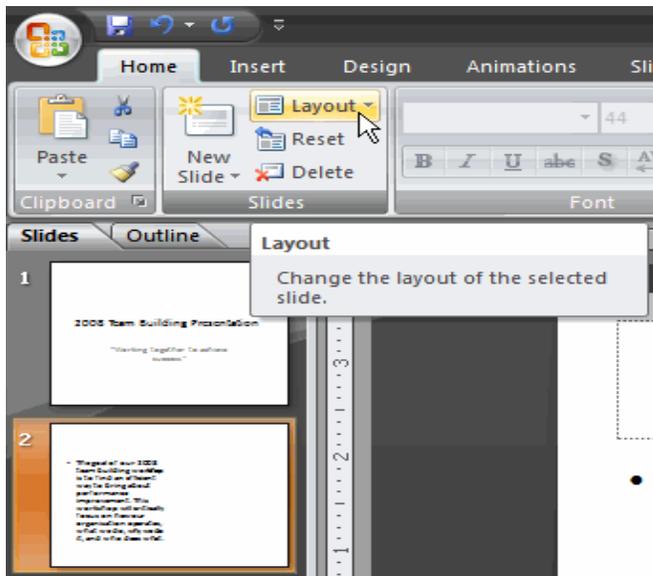
- Click an option to select it. The slide will change in the presentation.
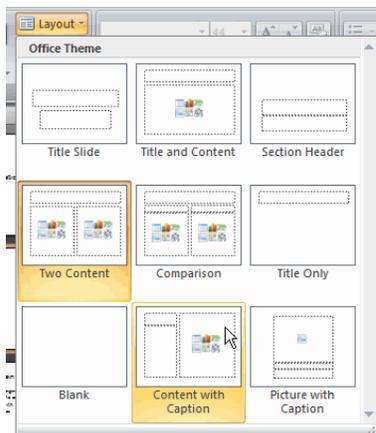
Working with Slides

To Copy and Paste a Slide:

- Select the slide you wish to copy.
- Click the **Copy** command on the Home tab.
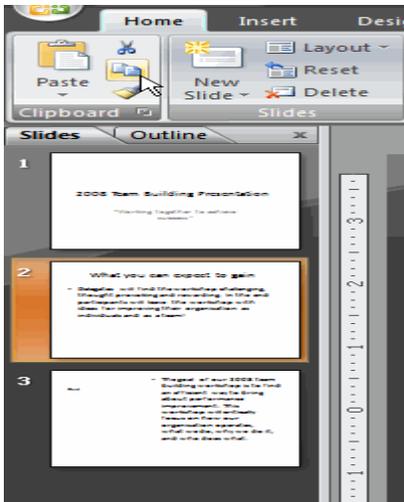
- Click inside the slides tab on the left task pane. A **horizontal insertion point** will appear.
- Move the insertion point to the location you want the copy of the slide to appear.
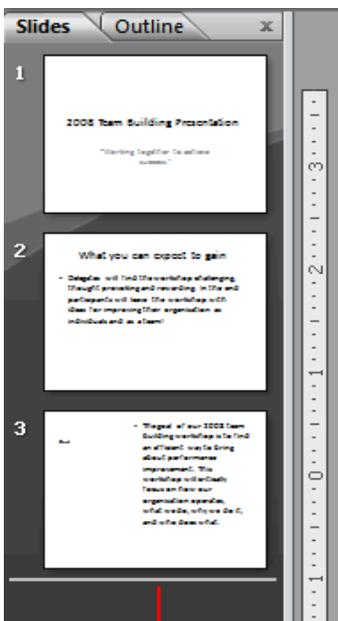
Insertion Point

- Click the **Paste** command on the Home tab. The copied slide will appear.
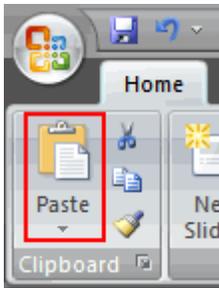
You can use the keyboard shortcut **Ctrl** and **C** to copy the slide and **Ctrl** and **V** to paste it.

To Delete a Slide:
- Select the slide you wish to **delete**.

- Click the **Delete** command in the Slides group on the Home tab.

You can also delete a slide by pressing the Delete key on your keyboard.

To Move a Slide:
- Select the slide you wish to **move** on the slides tab in the left task pane.

- Click and drag the slide to a new location. The insertion point will appear.

- Release the mouse button. The slide will appear in the new location.

Using Different Views from the PowerPoint Window

In the bottom, right corner of the PowerPoint window are three **view** commands. From

here, you can change the view to Normal, Slide Sorter, or Slide Show view by just

clicking a command.

Normal is the **default view** and where you will create and edit your slides in the center slide pane and all the slides will appear on the slides tab in the left task pane.

Slide Sorter is a view of your slides in thumbnail form. The slides are presented horizontally, which allows you to see more slides at a time.

Slide Show view fills the computer screen with your presentation so you can see how the presentation will appear to the audience.

Saving Your Presentation

If you are saving a document for the first time, you will need to use the **Save As** command; however, if you have already saved a presentation, you can use the **Save** command.

To Use the Save As Command:

- Click the **Microsoft Office Button**.

- Select **Save As**. A menu will appear.

- Select the type of file you would like to save the presentation as. The two most commonly used file types are:

    o **PowerPoint Presentation** -- This saves the presentation as a 2007 PowerPoint file. Only users with PowerPoint 2007, or the compatibility pack, can view the file without possibly losing some of the formatting.

    o **PowerPoint 97-2003 Presentation** -- This saves the presentation so that it is compatible with some previous versions of Excel. If you will be sending the presentation to someone that does not have Office 2007, you should use this file type.
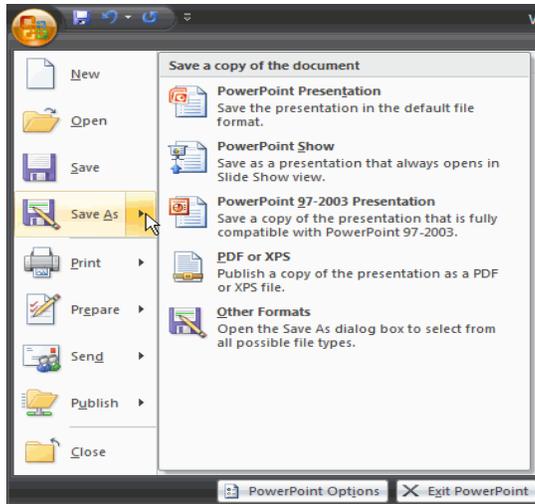
- The Save As dialog box will appear. Select the **location** you wish to save the document using the drop-down menu.
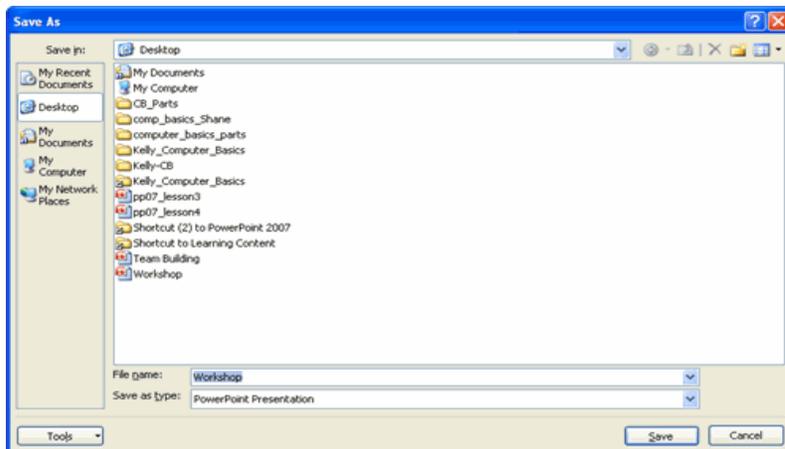
- Enter a **name** for the document.

- Click the **Save** button.

To Use the Save Command:

- Click the **Microsoft Office Button**.

- Select **Save** from the menu.

Using the Save command saves the document in its current location using the same file name.

CHAPTER III

Creative ways to integrate technology into the curriculum

Learning through projects with technology challenges the student to be engaged in their learning. When content is relevant to the students lives, many opportunities to learn are created when using technology. There are many creative ways to integrate technology into the curriculum. For more information on the subject, including sample assignments go to http://de-learning.com (McCall, 2009).

It is estimated that American youth spend 12,000 hours in school in their k-12 lives. Students learn by interacting and watching those who teach them and those who discipline them (Curwin & Mendler, 1998). Learning to be culturally responsive with respect to the students, gives educators the understanding of how the students live and learn. Culturally responsive teaching incorporates students' cultural background, ethnic history and current interests into daily instruction. By making connections with students' backgrounds, interests, and experiences educators can be capable of reaching this population of students by simply learning about the students lives outside of their classrooms.

With the help of free resources available on the Internet, this researcher has created various assignments that at-risk students have responded to. The use of graphic organizers allows students the opportunity to make sense of assignments through graphically visualizing the parts of a written project, or graphically adding content to their writing, both of which can help them with problem solving. The following assignment was developed with the at risk youth in mind.

Graphic Organizers

We as educators sometimes function as both parent and teacher to at risk youth. One assignment that is popular with my students, I call "Influences." The students are asked to think about characters **that have not been born,** either good or bad, (e.g. Mickey Mouse or Chef from South Park), that have influenced their lives. The assignment allows the students to think outside the box, to see how such things as the media, family, friends, career choice, and religious beliefs affect their lives and leave impressions on them. With the use of a graphic organizer, students learn to outline, research, and complete projects effectively.

Influences
Primary Subject Area: Computer Class

Grade Level: 9-12

Objectives:
Students will be able to:

- Add text, photos, and Web links to an Inspiration document

- Search for photos using a Web browser

- Save photos on their computer to insert into their document

- Save their document, in their folder, located in the students' server

- Export the document to a JPEG file

- Print assignment for assessment

- Convert the Inspiration document, by choosing the "transfer" icon, to a Word document and write a brief description that explains how each character has affected their lives either good or bad.

Massachusetts Technology Standards Addressed:

- 1.36 Run multiple applications simultaneously, alternating among them.

- 1.38 Identify and use methods for transferring, and converting graphic files. Use different graphic file formats where appropriate e.g. PICT, TIFF, JPEG.

- 1.53 Know how to select and use search engines. Understand the difference between search engines.

- 3.16 Collect, organize, analyze, and graphically present data using concept-mapping tools.

- 3.17 Import graphics, photos, and other media into report or presentation, citing sources appropriately.

Materials Needed:

PC with Inspiration software

Microsoft Word

Browser (e.g. Explorer, Mozilla Firefox)

Printer

Lesson Procedures:

1. The students will brainstorm thinking about characters that have influenced their lives. These can be either good or bad. They must be characters that are fictional, cultural or media-based. They should select three "good" and "three" bad characters.

2. Each student will insert his/her answers into an Inspiration document, creating a graphic map, linking the chosen characters together.

3. Using a web browser, the students will find photos of their characters, and save them on their computer to insert into the document.

4. The students will than distinguish if each character's influence was good or bad for them. They will create "good" or "bad" bubbles, and link their character to the appropriate bubble.

5. The students will use the Internet to search for biographical information on their characters, and save the Web links in their Favorite Folders. Using these Web sites saved in their Favorites Folder, the students will insert web-links to their characters, using the saved URL.

6. The students will than type a descriptive phrase to explain how they were influenced by each character they have chosen.

7. The students will use the "arrange" icon to set up their final project to be printed for assessment.

Assessment: Assessment of the final project must meet all standards addressed. Did the students add text, graphics and Web links to their presentation? The student's final product will also be assessed in the areas of originality, research tools used, Web linking, structure, and presentation.

Template –

Archie Bunker

Mickey Mouse

Marlboro Man

Lady Luck

Most Influential People / Characters- Who Never Lived

The Shark for Jaws

Fred The Baker-"Time to make the Donuts"

Daisy Duke

Captain Kangaroo

Steps 3, 4, 5

GOOD

BAD

Mickey Mouse

Marlboro Man

Archie Bunker

Lady Luck

Most Influential People / Characters- Who Never Lived

The Shark for Jaws

Fred The Baker-"Time to make the Donuts"

Captain Kangaroo

Daisy Duke

Step 6

Most Influential People / Characters- Who Never Lived

GOOD

BAD

Gave Us Hope

Smoking is Cool

Lady Luck

Daisy Duke

Marlboro Man

Fred The Baker-"Time to make the Donuts"

Mickey Mouse

Changed the way women dress

The Shark for Jaws

Archie Bunker

Barbie

Beauty is skin deep

Influenced my coffee & donut intake

Allowed me to imagine

Fear of Water

Bigot

Step 7

Good Influence

Bad Influence

Most Influential People / Characters- Who Never Lived

Lady Luck

Archie Bunker

Mickey Mouse

Marlboro Man

The Shark for Jaws

Captain Kangaroo

Fred The Baker-"Time to make the Donuts"

Daisy Duke

Webquests

Problem based learning allows students to strive to find meaningful challenges to learning, which results from working with problems. Using technology as a tool for educating these students can lead to improved learning and success. According to Bernie Dodge (2007), a WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the Web. A WebQuest is a self-directed assignment using the Internet which allows the students to learn at their own pace, using prior knowledge to combine past experiences and current understandings.

The following Webquest was created using Microsoft Power Point software to help students think about transitioning into adult life. Making the transition from high school into adult life can be the most important function of high school for at-risk youth. Transitional goals can be not only post secondary education, but also vocational training, job coaching, independent living, and continued services that all students with disabilities are entitled to by law.

The Internet has quickly become one of the most popular job search methods used today. It connects students to the world and allows students that have not yet considered career options the opportunity to research possible careers easily. The Internet has changed the way we search for jobs; it truly allows for more potentially equal opportunities. Research has shown that success is possible if one has goals. The following screen shots are from a Webquest created with post-secondary life in mind. For more information on the subject, go to http://de-learning.com/webquest.htm (McCall, 2009).

Job Search Webquest

Introduction

Assignment

The Task

Resources

Internet Research

The Process

Evaluation- Rubric

Credits and References

Massachusetts Standards Addressed

Conclusion

Internet Resources for Webquests

- **Webquest 101** is an online tutorial that introduces you to Webquests

  http://www.teachersfirst.com/summer/webquest/quest-a.shtml.

- **Introduction to PowerPoint 2003**

  A Webquest can be created using Microsoft Word and easily transferred into a

  Power Point Presentation and saved as a web page. This step-by-step tutorial created

  by the University of Texas leads one through the simple process of converting your

  electronic lesson plan from MS Word to MS PowerPoint

  http://www.gslis.utexas.edu/technology/tutorials/office/ppt03.

- **The San Diego State University** has maintained a database of example WebQuests. The database contains over 2500 WebQuests located at http://webquest.org/index.php.

A Webquest encourages learning in many ways. Students make connections with the "real-world" and as a result, students gain a better grasp of concepts and show a better understanding of information learned. A Webquest is a self directed assignment that the student is responsible for. The student navigates through the web using specific sites, citing their sources, while answering specific questions. This teaches the students to be responsible for their own learning. Educators should expect students to develop communication skills, learn how to work in groups, and develop important thinking skills. For the at risk youth, a Webquest can provide the structure that is needed for the student to be successful in his/her class work.

Using creative ways to learn, students are encouraged to express themselves while gaining valuable research skills. Learning that involves and excites the student allows them critically examine the problem or issues at hand. Computer assisted instruction can aid students in their learning. One needs to find new ways of teaching at risk youth before they are lost.

Webology

A Webology is a list of Websites for educators compiled of Internet resources available for integrating technology into the curriculum. In my quest of searching for the Best Practices of Integrating Technology into Education, I have found many Websites and documents that offer a wealth of information and research related to using informational technology to facilitate quality education. The following sites include research on principles of learning, information processing, content standards, and lesson planning.

A Beginner's Guide to Integrating Technology provided by Education World, includes six steps for integrating technology, plus Websites and tips to motivate reluctant or fearful educators http://www.educationworld.com/a_tech/tech/tech130.shtml.

Alice is an innovative 3D programming environment that makes it easy to create an animation for telling a story, playing an interactive game, or a video to share on the web. Alice is a teaching tool for introductory computing. It uses 3D graphics and a drag-and-drop interface to facilitate a more engaging, less frustrating first programming experience http://www.alice.org.

Audacity is free, open source software for recording and editing sound. It runs on Mac OS X, Microsoft Windows, GNU/Linux and other operating systems. Audacity allows anyone to create a simple voice and music Podcast. http://audacity.sourceforge.net.

Best Practices of Technology Integration provides educators with new ideas for integrating technology into the curriculum with great lessons and ideas. There are many examples of how technology can be a valuable tool in the classroom. The lessons cover different areas of the curriculum including Fine Arts, Language Arts, Mathematics,

Science, Social Studies, Special Education, and Technology

http://www.remc11.k12.mi.us/bstpract.

Blogging can be used for writing and editing the students work. Blogs have become a means for educators, students, and administrators to interact more effectively than ever before. Blogger is the leading blog creator; it's easy, and only takes minutes to create a blog https://www.blogger.com/start.

Bookshare's library of online downloadable newspapers, magazines, and books is free to all U.S. students with qualifying disabilities. Memberships for U.S. schools and qualifying U.S. students of all ages (K-12, post-secondary, continuing and adult education) are now free, due to special funding received from the Office of Special Education Programs http://www.bookshare.org.

Boston Public Schools Access Technology Support Lists: Tools and Support Access to Standards-Based Learning for Diverse Learners is a comprehensive PDF file of tools and strategies, from no-tech to high-tech, compiled by the Boston Public Schools Access Technology Center at Emmanuel College for use by educators http://de-learning.com/SupportsList.pdf.

Council for Exceptional Children presents Evidence-Based Practices. Teachers need to have the time, tools, and resources to implement such practices. Resources are a major factor in implementing practices, where there is a lack of standards. This site discusses the need for teachers to use research-based strategies to improve their students' success. http://www.cec.sped.org/AM/Template.cfm?Section=Home&CONTENTID=6515&TEMPLATE=/CM/ContentDisplay.cfm.

Delicious is an online social bookmarking site for anyone who would like to save their favorite websites in one place. You can save your bookmarks from many computers into one online resource, organize them for easy access to related resources, and share them with colleagues or students http://delicious.com.

Discovery School is a web site of Discovery Communications (Discovery Channel, Science Channel, and Animal Planet). The resources on this site have exceptionally high educational value for both teachers and students. Students will find study help with their homework through engaging games and interactive learning tools.

http://www.discoveryeducation.com.

Don Johnston Software has appealing visual learning tools for reading, writing and thinking. Don Johnston's software has empowered educators with supplemental instruction and intervention solutions to help struggling learners build core literacy skills with confidence for almost thirty years http://www.donjohnston.com.

Education World makes it easy for educators to integrate the Internet into the classroom. It provides a complete online resource where educators can find lesson plans and research materials http://www.education-world.com/a_tech/.

GetNetWise is a public service of Internet industry corporations and public interest organizations to help ensure that Internet users have safe, constructive, and educational or entertaining online experiences. One can learn about the risks kids face online, search or browse for Internet safety products, browse high quality, kid friendly sites and learn how to identify online dangers http://www.getnetwise.org.

HowStuffWorks is the award-winning Discovery Communications site for credible, unbiased, and easy-to-understand explanations of how the world actually works. Founded

by North Carolina State University Professor Marshall Brain in 1998, the site is now an online resource for millions of people of all ages http://computer.howstuffworks.com.

Inspiration Software is an important tool that helps students plan, research and complete projects successfully. With the integrated Diagram and Outline Views, students create graphic organizers and expand topics into writing. This powerful combination encourages learning in multiple modes. As a result, students gain and retain a better understanding of concepts and demonstrate knowledge, improving their performance across the curriculum http://www.inspiration.com/Inspiration.

Integrating Technology & Learning is part of elearnspace and is devoted to electronic learning. It connects students with each other and with content. This site provides links to many other resources http://www.elearnspace.org/starting/integratingtechlearning.htm.

Ivy's Search Engine Resources for Kids is a great site to begin your searching for some impressive lesson plans, and kid friendly search engines. There are also many useful links to web guides for kids http://www.ivyjoy.com/rayne/kidssearch.html.

KidSpace at the Internet Public Library is a public service of a consortium of Universities. This is one of the best resources that link to Kid Safe Websites, from Reference, to Fun Stuff. This site is filled with teaching resources organized by subject such as, "Our World", "Computers & Internet", "Math" and "Science" http://www.ipl.org/div/kidspacee.

Kathy Schrock's guide for educators is a portal of possibilities for effective integration of technology into the curriculum. The Guide for Educators is a categorized list of Websites useful for enhancing curriculum and professional growth. It is updated often to

include some of the best sites for teaching and learning
http://school.discoveryeducation.com/schrockguide.

LD Online is the world's leading Web site on learning disabilities and ADHD. The Using Technology in the Classroom section provides information on how to select and use assistive technology in the classroom to help students with learning disabilities or ADHD http://www.ldonline.org/educators/strategies/technology.

Lynda is an Online Training Library where one can learn the latest tools and techniques in digital media, design, and development. Some of the benefits of lynda.com allow educators to be current on the new technology available, develop new software skills, and learn with video based training that allows one to stop, rewind, and replay all tutorials. One can choose from over five hundred courses http://lynda.com.

Moodle is a Course Management System (CMS) - a free, Open Source software package designed using sound pedagogical principles, to help educators create effective online learning communities http://moodle.org.

Multiplication.com a math education website contains innovative techniques and tips for teachers. The site offers a selection of worksheets, activities, quizzes and online games for learners at any level http://www.multiplication.com/index.htm.

Podcasting is a term used to describe a collection of technologies for automatically distributing audio and video programs over the internet. Podcasting enables independent producers to create self-published, syndicated "radio shows," and gives broadcast radio or television programs a new distribution method. Any digital audio player or computer with audio-playing software can play podcasts....The term "podcast", however, still refers largely to audio content distribution.

A podcast is not the same as a webcast, which normally refers to a show distributed by streaming media http://chatt.hdsb.ca/~magps/boylit/Podcasting%20in%20Education.

Quia is a place where one can create educational games, quizzes, class Web pages, surveys, and much more. The site includes millions of activities and quizzes that are created by educators from around the world. It is similar to Moodle, but easier to use for certain functions http://www.quia.com.

Read Please is an ereader. It reads any text on the computer screen. The all purpose text-to-speech software can greatly benefit students with communication impairments, and or/learning disabilities http://readplease.com.

The Assistive Technology Handbook was created by the Virginia Assistive Technology System, to assist IEP teams as they consider the uses of assistive technology for individual students. It describes the "consideration" process to be used by IEP teams as they discuss student needs. It is a task-oriented approach that considers a range of AT from no-tech to high-tech solutions http://www.vats.org/ATHandbook.htm.

The Boston Area Advanced Technological Education Connections (BATEC) is transforming education to develop the IT professionals for the 21st century, while providing extensive professional development to educators, including specific workshops and training in curriculum development. BATEC works in close collaboration with community and industry by bringing together representatives from education, industry and community organizations to support curriculum development and performance assessment that meet industry needs http://www.batec.org/aboutus.php.

The eSchoolNews site provides news, information, and analyses for schools and educators combining technology, the Internet, and traditional education. The Web site

also provides resources to help transform conventional schools into eSchools, and information on how technology and the Internet are affecting education http://www.eschoolnews.com.

The Project Gutenberg is the first and largest single collection of free electronic books, or eBooks. There are over 20,000 free books in the Project Gutenberg Online Book Catalog http://www.gutenberg.org/wiki/Main_Page.

Tripod is a free web host with easy site building tools. It is a basic introduction to Web site building, which allows educators the ability to have free Web sites with tools for blogs, photo albums, classroom assignments, teacher introductions and much more http://www.tripod.lycos.com.

The United States Copyright Office provides all the information one needs on Copyright. Copyright is a form of protection provided by the laws of the United States (title 17, U. S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works http://www.copyright.gov.

Universal Design for Learning is a framework that can help you turn the challenges posed by high standards and increasing learner diversity into opportunities to maximize learning for every student. UDL is a product of CAST (Center of Applied Special Technology) drawing upon new knowledge of how the brain works and new technologies and media now available for teaching and learning, UDL frames a systematic approach to setting goals, choosing or creating flexible materials and media, and assessing students accurately http://www.cast.org/teachingeverystudent/ideas/tes.

4Teachers offers online tools and resources for teachers who want to integrate technology into their curriculum. This site helps teachers locate and create ready-to-use

Web lessons, quizzes, and rubrics. There are also tools for student use. This site includes valuable professional development resources addressing issues such as equity, ELL, technology planning, and at-risk or special-needs students http://www.4teachers.org.

90 Days of Summer by Dave Edyburn is a daily dose of special education technology development. Just spend 10-20 minutes a day exploring new ideas, skills, and resources. This daily guide can be used anytime to learn new skills that will engage your students in the learning process http://www.setp.net/summer/SETP90Days07.pdf.

CHAPTER V

Glossary

Acrobat Reader is document exchange software from Adobe Systems, Inc. It provides a platform-independent means of creating, viewing, and printing documents.

Acceptable use policy is a policy set up by the network administrator or other school leaders in conjunction with their technology needs and safety concerns. This policy restricts the manner in which a network may be used, and helps provide guidelines for teachers using technology in the classroom.

Audio books allow users to listen to text and are available in a variety of formats, such as audiocassettes, CDs, and MP3 downloads.

Blogging (a contraction of the term "**Web log**") is a Web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video.

Browser is a program that allows users to read hypertext documents on the World Wide Web, and navigate between them. Examples are Mozilla Firefox, Netscape and Internet Explorer.

Compact Disc (also known as a CD) is an optical disc used to store digital data.

CPU (Central Processing Unit) is the "brain" of the computer that performs most computing tasks.

Cursor is a moving placement or pointer that indicates a position.

Desktop is the whole computer screen, which represents an office desktop. With graphical interface, the icons on the screen resemble objects that would be found on a real desktop, such s file folders.

Digital Camera is a camera that takes video or still photographs, or both, digitally by recording images via an electronic image sensor.

Download is to transfer files or data from one computer to another. To download means to receive, to upload means to transmit.

DVD (Digital Versatile Disc or Digital Video Disk) is a storage medium which ahs greater capacity and bandwidth than a CD. DVDs can be used for multimedia and data storage.

Electronic mail (email) is a system whereby a computer user can exchange messages with other computer users (or groups of users) through a communication network.

Electronic math worksheets are software programs that can help a user organize, align, and work through math problems on a computer screen.

Folder is a place on the computer screens, where files can be organized by placing them in folders that look like office file folders.

Font is a text formatting term, a completer assortment of printer characters in a particular type style, typeface, size and orientation. Most fonts include letters, numbers and some special symbols.

Graphic organizers and outlining programs help users who have trouble organizing and outlining information as they begin a writing project.

Hardware is a general term that refers to the physical artifacts of a technology. It may also mean the physical components of a computer system, in the form of computer hardware.

HTML (Hyper Text Markup Language) is the language of the World Wide Web used to create Web pages, with hyperlinks and markup for text formatting.

Hyperlink is a link in an HTML document that leads to another place on the same page, to another page on the same Web site, or, to another World Wide Web site.

Icon is a graphical symbol that suggests the purpose of an available function on a computer. Icons are also used to enhance or accessorize computer-mediated communication in order to indicate a user's identity, emotion, or voice inflection.

Internet, the Internet is a network of networks, linking computers to computers by speaking the same language called TCP/IP protocol.

Internet Explorer is Microsoft's World Wide Wed browser.

Internet IP address is a unique number identifying each host machine on the Internet network. Also called the IP address is a numeric address such as 123.231.32.2 that the domain name server translates into a domain name.

JPEG (Joint Photographic Experts Group) is a format for storing high-quality color and grayscale photographic in bitmap format.

Keyboard is an input device, partially modeled after the typewriter keyboard, which uses an arrangement of buttons or keys, which act as electronic switches.

Memory is the part of a computer system that is used to run programs. The working space used by the computer to hold the program that is currently running.

Link *see hyperlink.*

Monitor is a device that displays images generated by a computer.

Mouse is a pointing device that functions by detecting two-dimensional motion relative to its supporting surface.

Multimedia is media and content that utilizes a combination of different content forms. Multimedia is usually recorded and played, displayed or accessed by information content

processing devices, such as computerized and electronic devices, but can also be part of a live performance.

Navigate is to find one's way around on the World Wide Web by following hypertext links from document to document, and from computer to computer.

Network is a group of interconnected computers, including the hardware and software used to connect them.

Offline means locally or physically disconnected from the computer, computer network, or the Internet.

Online is a user actively using a computer system, especially the Internet (for example, "I haven't been online for days")

Operating System is the main control program of the computer that schedules tasks, and handles communication with peripherals; it is often abbreviated as OS or o/s.

PDF (Portable Document Format) part of Adobe Acrobat is a platform-independent PostScript-based file format. It can convert a document into a Portable Document Format (PDF) which can be displayed on any computer with Acrobat Reader.

Personal Computer (PC) is a microcomputer with its own processor and hard drive, although technically this refers to all such computers, including Macs, the term PC is nearly synonymous with only the IBM-compatible microcomputers.

Plug-in is a small piece of software that adds features to already existing, usually large, programs such as, Adobe Flash Player.

Podcast is a series of audio or video digital-media files which is distributed over the Internet by syndicated download, through Web feeds, to portable media players and personal computers.

Port is a pathway for data flow in and out of a computer. A computer port ia a receptacle for attaching input and output devices.

Portable word processor is a lightweight device that is easy to transport.

Printer is a computer peripheral that reproduces text and/or pictures on paper or other kind of printable surface.

Public Domain means belonging to the public, not protected by the copyright laws.

Reading software improves reading comprehension, vocabulary, grammar, writing skills.

Rubric is a guide or continuum that is created to clarify expectations for a given project and to give specific feedback.

Scanner is a device that optically scans images, printed text, handwriting, or an object, and converts it to a digital image.

Speech recognition programs work in conjunction with a word processor. The user "dictates" into a microphone, and his spoken words appear on the computer screen as text.

Software is a general term used to describe a collection of computer programs, procedures and documentation that perform some tasks on an operating system.

Search engines consist of a number of giant databases on the Internet which store data on Web sites and their corresponding URLs. Some popular search engines are Google, Yahoo, Alta Vista, and MSN.

Shortcuts are key strokes that enact the same commands available in the menus of a program. They are quicker and more direct, and usually involve two or three keys depressed simultaneously. An example is the save shortcut: CTRL + s on a PC.

Talking calculator has a built-in speech synthesizer that reads aloud each number, symbol, or operation key a user presses; it also vocalizes the answer to the problem.

Talking spell checkers and electronic dictionaries can help a poor speller select or identify appropriate words and correct spelling errors during the process of writing and proofreading.

Talking word processors are writing software programs that provide speech feedback as the student writes, echoing each letter as it is typed and or each word as the spacebar is pressed.

Taskbar is a bar along the bottom edge or side of the windows desktop that contains the Start button for each program that is currently running.

Text Readers are software programs that read aloud all the text in any given document or application and often include other assistive features such as word prediction and spell check.

URL is the Uniform Resource Locator (URL) of a web page. A URL can be thought of as the "address" of a web page and is sometimes referred to informally as a "web address."

Upload is to transfer information stored in the user's system to a remote computer system.

Web site is a set of Web pages that can be viewed by browsers.

Word prediction software assists people who have difficulty spelling and writing. As a person types, word prediction will display a list of the most probable words allowing the typist to select the word from the list.

Word processor is software used to produce documents, such as letters, posters and reports. Common word processors used in schools are Microsoft Works and Microsoft Word.

World Wide Web, also known as WWW or Web, is a network of information servers. The servers are links made of many sites linked together.

ZIP File is a data compression and file packing program for personal computers.

This glossary was compiled from information taken from the *Intel Teach to the Future Pre-Service Curriculum* (2001).

CONCLUSION

Writing this paper was extremely challenging, I have never considered myself to be a researcher or a writer. I have found that there is a considerable amount of literature on who is "at- risk," that stereotyping is an enormous issue for these youth, and too often they are labeled incorrectly. They are influenced by their environment, their families, community, problems with peers, and society in general. We need to look not only at why these youth are at-risk; we must continuously look at how we can educate them. Educators must familiarize themselves with technology to better prepare their students to enter the world after graduation. We must recognize that at-risk students can be successful.

With the primary importance of technology in education today, I believe that at-risk youth are at a disadvantage when compared to the mainstream students. Making a positive difference in students' educational experiences can be accomplished by helping them feel they belong. Technology has the potential for helping at-risk youth, but educational professionals must be aware of the needs of these youth. It is necessary to connect students' lives to the curriculum of the classroom. The gap between how these students live and learn and what society demands of them will become even more enormous if educators are not culturally responsive to this population.

Educators are struggling to keep up with the changes in technology. The Internet alone has opened so many doors for our youth. Students learn about technology by learning *with* technology. Technology and curriculum integration can influence at-risk students to remain in school. Research shows that at-risk students do remain in school

longer when given opportunities and tools to be successful. Technology can provide these youth with the opportunity for academic success.

In addition, the No Child Left Behind Act of 2001 has left far too many of our at-risk youth behind. Increasing academic requirements for graduation, such as mandatory testing will serve only to penalize at-risk youth. My experience has reinforced the argument that mandatory testing only leads to higher dropout rates. We cannot hold students accountable for a failing public school system.

There are many resources available to educators working with the at risk youth population. Often administrators have no understanding of what it takes to keep a computer lab up and running. Administrators must create a technology plan, put technology in their budgets, and then put the plan into action. There must be follow through on technology integration.

Research conducted on youth with behavior problems indicates that achievement levels are greater with computer assisted instruction than with conventional instruction alone. Educational technology has been found to have a positive effect on achievement. Students learning with technology continue to perform better on standardized tests. Positive effects have been found for both regular education and special needs students. Interactive video is especially effective in teaching youth who are below grade level when the skills and concepts to be learned have a visual component.

Research has revealed that these students prefer hands-on learning which allows for active learning experiences compared to the traditional book and lecture method. I have seen how multi-media can teach to a variety of learning styles and how video and audio technologies bring material to life. This allows for

better understanding for our youth, because technology demands that students interact with their learning environment.

Today's youth have embraced technology with such things as the PC (Personal Computer), the Internet, cell phones, Ipods and gaming. However, there needs to be structure and constant guidance to be able to use these educational technologies effectively. We must continuously monitor student use and assess their progress as we would with any other traditional classroom instruction. There are many tools available that accurately measure and assess what students know and can do.

I feel that teachers do most of the work and get most of the blame when the students fail. Teachers are not only educators; they have become counselors and parents to at-risk youth. Teachers are tired and burned out, we need more time, funding for training and technical assistance or these youth will continue to be at-risk. We must constantly challenge ourselves and our students to guide them to acquire the knowledge, skills, and values they need to become responsible members of our society.

"He who dares to teach must never cease to learn"
-Richard Henry Dann

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APPENDIX A

SOFTWARE EVALUATION FORM
© 2007-07 Kathleen Schrock (Kathy@kathyschrock.net)

General Information			
Title of Program:		Year	
Producer of Program:		Cost	
Subject Area(s):		Grade(s):	

Technical Information				
Computer Platform/Processor:		CD Rom	Yes	No
Hard drive space needed:		Sound:	Yes	No
RAM needed:		Other?		

Category of the Software					
Presentation		Simulation		Tutorial	
Reference		Tool/Authoring		Drill and Practice	
Image Editing		Word Processing		Standard Addressed:	

Features of Software		Strongly Agree	Agree	Disagree	N/A
1	The directions are clear and easy to follow for the intended age group.				
2	Useful directions are available via a written manual or on-screen help.				
3	It is easy for the students to exit the program.				
4	Students may start up where they left off in the program.				
5	Searching for certain items is simple and complex searches may be done.				
6	The program functions well on the computer and are free from bugs.				
7	The program is enjoyable to use.				
8	Included graphics and animations are meaningful.				
9	Sound can be turned on/off.				
10	The program automatically branches based on student responses.				
11	The user level can be set by the teacher.				
12	The software contains a useful management tool for the teacher.				
13	The software covers a wide range of skill levels.				
Other Thoughts:					

BEHAVIOR CONTRACT
2008 – 2009 Academic Year

The _____School is a safe place where all members agree to respect each other and to help each other learn. By signing this contract, I agree to work hard and give my best effort.

This is an agreement between the student and the School. The student will earn points in class for the following behaviors.

1.

2.

3.

4.

5.

6.

The student will also earn or lose points on the back of the point sheet for behaviors not listed on this contract. The school will provide the student with rewards and opportunities, privileges for the achievement of these points.

I agree to work for mutual respect, safety and learning at all times.

Student's Signature: _____

Counselor's Signature: _____

Date: _____

Assignment Rubric

Teacher Name:

Student Name:

CATEGORY	4 - Mastered	3 - Proficient	2 - Needs Practice	1 - Unable

TOTAL SCORE: _____