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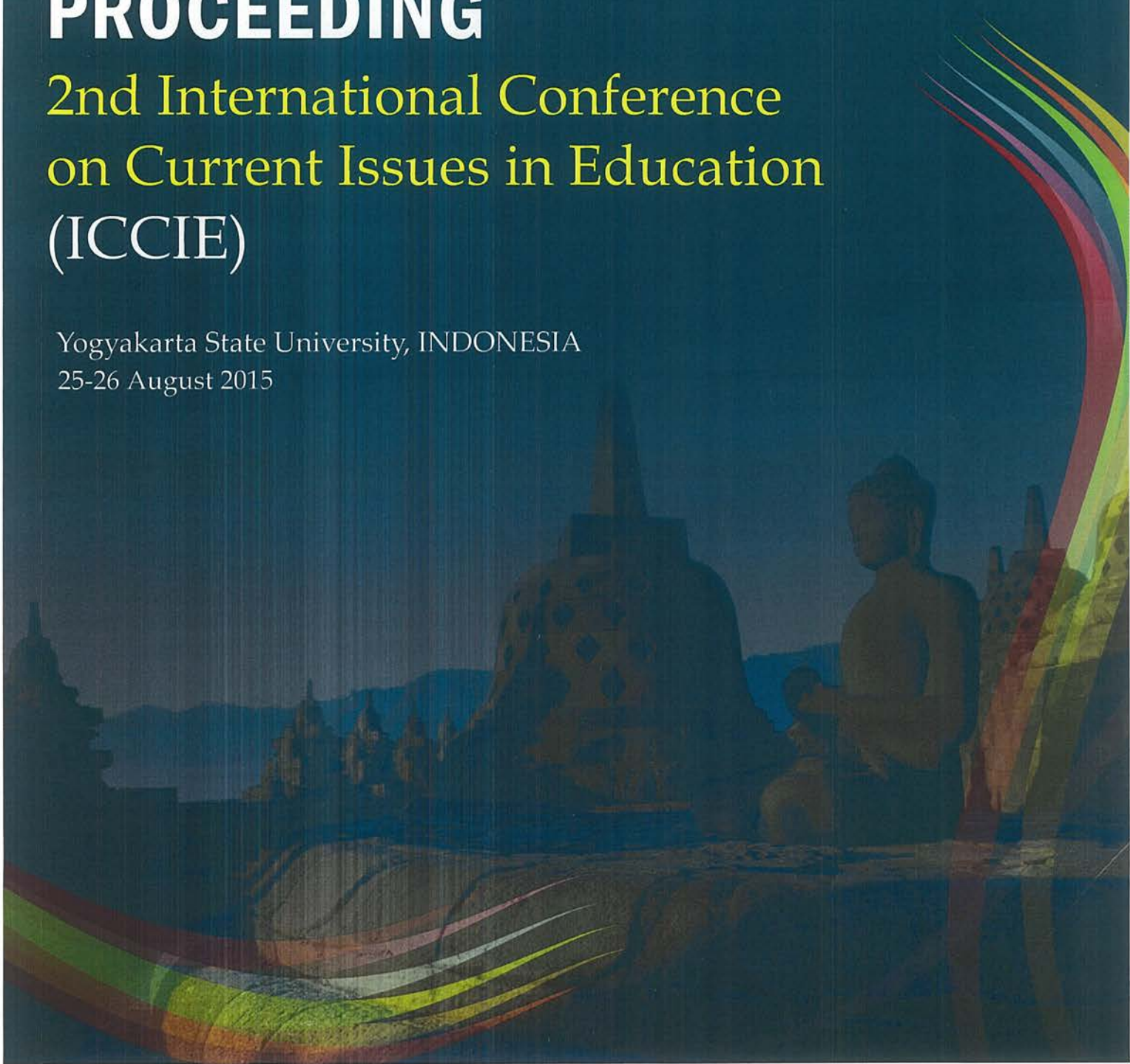
FACULTI PENDIDIKAN  
UNIVERSITI KEBANGSAAN MALAYSIA



# PROCEEDING

## 2nd International Conference on Current Issues in Education (ICCIE)

Yogyakarta State University, INDONESIA  
25-26 August 2015





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## **Proceeding**

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### **Foreword of the Rector**

On behalf of Yogyakarta State University, I would like to welcome all participants of the 2<sup>nd</sup> International Conference on Current Issues in Education (ICCIE) 2015, especially the invited speakers:

1. Assoc. Prof. Benjamin Wadham (School of Education, Flinders University, Australia),
2. Assoc. Prof. Dr. Ratchaneekorn Tongsookdee (Faculty of Education, Chiang Mai University, Thailand),
3. Dr. Mohd. Mahzan Awang (Faculty of Education, the National University of Malaysia), and
4. Dr. Sugito, M.A. (Faculty of Education, Yogyakarta State University).

We are honored to conduct this conference and to give you the opportunities to join in the most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we believe that you will experience a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is very important in our global and changing society. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers in this proceeding present many topics, perspectives, and methodology that stimulate debates and dialogues, so that this proceeding is resourceful for scholars and researchers who are interested in the current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta, 25 August 2015

Prof. Dr. Rochmat Wahab, M. Pd, M.A  
Rector of Yogyakarta State University

### Foreword of the Chairperson

This international conference invites all participants who are concerned with current issues in education. The 2nd International Conference on Current Issues in Education (ICCIE) 2015 is held at Yogyakarta State University, Indonesia on 25 – 27 August 2015. The Conference is held by Faculty of Education and Graduate School of Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in our history, the crises through which we have passed have greatly influenced educational thought and practices. Education does not only imply discipline of thinking, but also a passion for creativity. Education, as Dewey often pointed out, is not the preparation for life, but it represents the continuous changes and process of life. There are a number of issues on education arising, whether classical issues, contemporary, or the current ones. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Dialogues held in this conference are expected to achieve the fusion of horizon of meaning which opens and challenges further dialogues in the future. Bringing nine main subthemes, i.e. Strategic Policy for Quality and Equity of Education, Community Empowerment in Mixed Society, Best Practices on Contextual Inclusive Education, Learning in a Digitized Society, Politics of Education toward Quality and Equality in School, The Improvement of Unity and Diversity in Teaching Learning Process in Primary Education, Holistic Integrative Education Approach for Early Childhood Education, Multicultural Counseling for Empowering Society, and Sociocultural and Religious Capital in Education, the conference attracts many participants who are willing to share their thoughts and experiences.

We would like to deliver our highest appreciation to Prof. Dr. Rochmat Wahab, M. Pd, MA. , the Rector of Yogyakarta State University (YSU), the Dean of Faculty of Education YSU and the Director of Graduate School YSU for their support. Special thanks are also given to the invited speakers, and parallel session presenters, for spending time to share academically. They have contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

I hope this conference can give valuable contributions to find out the solutions for the problems in education.

Yogyakarta, 25 August 2015  
Chairperson

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# ELEMENTARY SCHOOL TEACHER'S COMPETENCE IN ACCOMODATING AND MODIFYING LEARNING PROCESS OF STUDENT'S WITH LEARNING DISABILITIES IN INCLUSIVE'S CLASSROOM

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## Abstract:

The purpose of this study is to describe the elementary school teacher's competence in accommodating and modifying learning process of student with learning disabilities in inclusive classroom. This study is a descriptive research that used qualitative approach by employed questionnaires, observations, interviews, and documentation techniques in gathering the data and supported by focus group discussion about the opinions of teachers to address students who have learning difficulties. The respondents were 23 teachers and 5 elementary school principals were appointed to organize the inclusive school in Yogyakarta, the data analysis was descriptive qualitative. The finding of the research was shown that the teachers have not yet reached a level of competence there were to accommodate and modify the needs of students' with specific learning disabilities. Teachers still not accepted, adapted and developed yet strategies appropriate to the conditions and needs of the children in learning. It became a strong foundation in the early efforts to model development of this learning accommodations and modifications. This model seeks to meet the needs of teachers' knowledge, acceptance and teaching skills of children with specific learning difficulties without sacrificing other children.

Keywords: Teacher's competence, accommodate and modify learning, students with learning disabilities

## 1. Introduction

Teachers who are competent to provide solutions to the problems of the students are the competence valuable, because it has implications for the smooth learning solution, which was held in the classroom. Likewise, school organizers inclusion competent teacher takes attendance accommodate and modify varied learning needs of students. Variations are designated students with special needs are also varied learning needs. Unfortunately there are still suspected that the teachers who are in school inclusion organizers are not ready to accommodate and modify a variety of learning. Not ready for it because when they are studying as in service training not yet prepared also to have the competence to implement learning differentiate to accommodate the needs of learners with special needs.

The issue of unprepared teachers implementing the learning for students with special needs has been cultivated overcome with training conducted by the relevant agency. Competence of the most urgent is to accommodate the needs of students' learning disabilities. It is considered the most urgent, because the highest prevalence of children who need special education in regular elementary school are children whose learning disabilities. Students were categorized learning disabilities manifest problems in academic areas, particularly reading, writing, and mathematics. However, the category of learning disabilities that occur still not specific. It was for those specific

learning disabilities exists between them, but the specific cause factor is very difficult to enforce the diagnosis, so that specific learning disabilities can only be inferred from observations of teachers when students do learn basic academic. To that end, teachers need to be revealed competence to do when facing a phenomenon of the emergence of children with learning disabilities in elementary school.

## 2. Background

Children sit as an elementary school student who holds learning disabilities must be careful to specified limits and cause, because the behavior and disabilities shown almost all similar from a variety of causes of students' with learning disabilities. They are almost similar show learning disabilities in reading, writing, and arithmetic in elementary school during the early and attention deficit disorder or attention deficit hyperactivity disorder or disorders such as impulsive behavior, create chaos, and less skilled in motor movement. It difficult to limit on children with learning disabilities also expressed Samuel A.Kirk (Hallahan & Kauffman, 2003: 148)

*The term learning disabilities as a compromise because of the confusing variety of labels then used to describe the child with are relatively normal intelligence who was having learning problems. Such a child was likely to be referred to as minimally brain*



*injured, a slow learner, dyslexic, or perceptually disabled.*

That is the term learning disabilities as a compromise because the condition of the confusing variety of labels to their relatively normal intelligence have learning problems. Such children seem indicated as minimal brain injury, slow learning, reading disabilities/dyslexia, or a perceptual disability. Thus, the opinion to consider that these children have learning problems, but specific. But the accompanying behaviors almost like children who have other disabilities, especially the hyperactive behavior, attention deficit disorders, and behavioral compulsive.

Furthermore, Hallahan & Kauffman (2003: 150) argues that most parents and teachers labeling with "minimal brain injured". The label according to the National Advisory for the Handicapped was quoted Soeroyo (1992: 2) also known as Minimal Brain Dysfunction. The behavior shown mess motion or focus of observation / distractibility, hyperactivity, and perceptual disturbances. They are the same as those who suffer from brain injuries, but on testing neurological condition cannot be distinguished from those who are not disabled.

Further clarify the restrictions issued by the US Federal Government in 1977 (Hallahan & Kauffman, 2003: 152) that systematize the general criteria / general, including interference / included disorders, a disorder that does not include / disorders not include.

### **2.1 General.**

The term "Specific Learning Disability" or learning disabilities means a disorder in one or two that are the basic psychological processing included in understanding or in using language, spoken or written, that the disorder shows in itself be imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

### **2.2 Disorders Included.**

A condition called in term includes occurs in conditions of perceptual disabilities, brain injury, minimal brain dysfunction / minimal brain dysfunction, dyslexia, and aphasia development.

### **2.3 Disorders not Included.**

The term conditions mentioned above do not include learning problems are the main causes for visual barriers, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental causes, culture, and economy are not adequate.

(Individuals with Disabilities Education Act Amendment of 1977, Sec.602 (26), p.13).

The third criterion above clearer categorized who as a child or learner with learning disabilities.

Specific attributes on learning disabilities indicates that learning disabilities due to internal conditions in the processing of the psychological barriers of the material being studied. Exceptions category excluding other causes.

Furthermore, The National Joint Committee For Learning Disabilities (NJCLD) defines (Hallahan & Kauffman, 2003: 154)

"Learning disabilities is a general term that heterogeneous Refers to a group of disorders manifested by significant disabilities in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Reviews these disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span."

Clearly, that learners are termed learning disabilities are specific barriers in the field of aspects of language and mathematics are due to dysfunction in neurological functioning system for processing symbol in the function of language, reading, spelling, writing, and arithmetic. Dysfunction is also shown perceptual disorders, movement disorders, hyperactivity and attention deficit against. Furthermore, also explained that the emergence of the issue of mutual clings with lifetimes of individuals currently in development. Things are indicated by learners specific learning disabilities that require competence of teachers, especially to accommodate their learning needs.

Broke proposed teacher competency via Muhibbin Shah (Ade Een Kheuriah, 2013: 108) "a teacher's competence is the ability of a teacher to responsibly perform his or her duties Appropriate". Likewise, Sahertian (Ade Een Kheuriah, 2013: 108) describes the three points, namely "(1) a teacher's competence is the ability of teacher to Realize the planned educational aim, (2) A teacher's competence is the real characteristic of teacher's showing the personality away to create fixed educational purpose, (3) A teacher's competence is the conditioned behavior to reach the educational purpose. So competencies in order to achieve the educational goals that became a major achievement, while, competence accommodate the needs of learning for students with learning disabilities also to achieve educational goals. Students with learning disabilities who have been able to learn because learning needs are in accordance with the way they are expected to achieve specific educational goals.

A way for students to learn specific learning disabilities need to be accommodated include: the ability to solve problems on perceptual visual, auditory, tactile, and kinesthetic used as a basis to understand the language and symbols. Crosley, 1989 (Samuel Blue, 1991: 98) that the development of spoken language following the rules as well as the stage of development of other capabilities. This rule can be expected, so the problem at a certain



stage of language development will affect the previous stage. Based on these opinions reference to a specific way of learning is practicing the stages of pre-language, also pre-reading, pre-writing and pre-mathematics. It was based on that development following the rules, so practice to achieve it using the rules of the previous stage.

Competence of teachers to accommodate the needs of students with learning specific learning disabilities refer Torgesen (2002: 7-6) is doing a supportive instruction. Supportive instruction Provides sufficient encouragement and positive reinforcement to maintain student motivation. It also Provides more cognitive support in the form of instructional scaffolding and corrective feedback. It is an endorsement of the professional competence of a teacher. Competence was raised by Snyder and Anderson, 1986 (Akhyak, Mohamad K., Yunus Abubakar, 2013: case 1) They shall be professional as they offer section with the system approach of instruction Including working with the outcomes-based curriculum, diagnosis of cognitive-affective readiness style and interest, program design, classroom management, instruction and learning, as well as evaluation and feedback.

Furthermore, the competence to accommodate for students learning disabilities, including by developing problem-solving, because this ability can be learned by them indicates a major problem in the use of symbols or coding. Problem-solving skills or problem solving proposed by (Akhyak, Mohamad K., Yunus Abubakar, 2013: page 6) include: Developing the ability to analyze / solve a complicated problem has been done by teachers through learning each subject. Problem-solving method is a way to teach in a way to motivate of students to think ahead, to analyze a problem, so that finding the solution with Reviews their initiative. This problem-solving methods is used in the methods of teaching subjects in Relating to the following matters: 1). For educating students to think critically and systematically. 2). Training and retaining an attitude of life, that every difficulty there must be a way out and a solution, if in the face with Earnest. 3). Learning to be responsible for the decisions that have been set in problem solving. 4). Learning to analyze various aspects of understatement. Furthermore, it also stated that teachers need to have the competence provide opportunities for students to find a concept, theory, rule, or understanding through examples that he encountered in life.

Competence of teachers to guide students do problem solving is one of the aspects needed to accommodate the learning needs of students with learning disabilities. It was to show that the students are still able to learn significant problems solving including learning disabilities are specific not the general category were not included. In addition, the source of Muhammad Risqi Main

Saputra, et al. (KR, December 6, 2014) when creating LexiPal, namely learning to read for Dyslexia Applications developed on the basis of shapes and patterns, similarities and differences, short-term memory, the association objects, a sense of direction, the order of events, understanding the place, the concept of time, social skills, letters, syllables and words and simple sentences. The source implies that teachers are competent in order to accommodate the needs of students' specific learning disabilities need to master the learning in the field of the aspects which developed Application for Dyslexia Learning Reading ( LexiPal ).

The problem's question was: "How is the elementary school teacher's competence in accommodating and modifying learning process of student with learning disabilities in inclusive classroom?"

### 3. Research Method

This study is a descriptive research that used qualitative approach by employed questionnaires, observations, interviews, and documentation techniques in gathering the data and supported by focus group discussion about the opinions of teachers to address students who have learning difficult.

The respondents were 23 teachers and 5 elementary school principals were appointed to organize the inclusive school in Yogyakarta, the data analysis was descriptive qualitative. The collected data are described by category of action related teacher competence to do. Results of the study as a basis for further research on the issue of accommodation and modification by the teacher in student learning for specific learning disabilities.

### 4. Research's Result and Discussion

#### 4.1 Results of the Research

Results of the study were captured from 23 person/teachers respondent showed that the problems to solve problems of learning for students who discovered or students who have become students in primary schools remains to be done together parents and teachers of special counselors. Each of these statements was as follows:

**Children's special education for children with learning disabilities in order to perform proper treatment.** The response from the teacher implies that teachers have is competent to precisely accommodate the learning needs of students who are categorized children with learning disabilities. Likewise, when the current dialogue Focus Group Discussion teacher also stated that in order to identify appropriate characteristics discussed in the discussion. Students whose learning disabilities in general the prevalence is much to be found, but the specific leads have perceptual problem as the main



problem of children with learning disabilities cannot be identified by the teacher. But the teacher had tried to invoke professionally competent to be given an insight into the Special Education children with learning disabilities.

**Schools need to identify previously given the socialization of the children with learning disabilities and handling characteristics.** The statement shows that to achieve competence in the handling of accommodation for students with learning disabilities should be given to socialization and handling characteristics of the children with learning disabilities. In this case it is the teacher already knows some students who are in charge of a school, including learning disabilities, but which are characterized children with learning disabilities still needed scrutiny. Some teachers when Focus Group Discussion stated that in order to examine students children with learning disabilities categories need further scrutiny, which has been observed recently thought possible learning disabilities. The scrutiny that teachers are competent in handling and it obtained the teacher if there is no further dissemination and guidance.

**Schools that accept children with special needs, need to be briefed on the proper handling of children with special needs.** The statement expressed through a questionnaire, but in a statement when the Focus Group Discussion implies teachers to have competence in handling the crew especially given the children with learning disabilities guide operational or practical.

**It takes an explanation for the pilot school inclusion, including for assessment and treatment for children with special needs.** The statement was in fact almost identical to the previous statement. The statement can be interpreted that to hold inclusive schools, teachers require competency assessment and handling of children with special needs. Competence can be overcome by socialization, training and given a guide that guides the teacher how the assessment and treatment of crew.

**Schools need to have Individualized Education Program (IEP) at all levels of schooling.** The need for IEP showed that most of the teachers' own competence on the actual operationalization of special education. IEP is an urgent need for children with special needs, as well as for students whose specific learning disabilities. IEP is recommended for all schools and all levels of the policy to better accommodate the learning needs of each student's appropriate that indeed needs special / specific.

**Implementation of inclusive schools all schools.** This advice indicates that teachers want that the implementation of inclusion in public schools is already a requirement. The problem for from administration of more specific and precise assessment of skills is required to detail in every

difficulty that occurs in students' specific learning disabilities, so that the handling of the teachers also leads to disabilities experienced by students right.

**Do not follow the National Examination for the crew, and the crew needs assistance.** The statement shows a common problem when teachers are faced to test the learning achievements of learners with special needs. Common problems are the demands of a common standard of achievement achievements by the National Examination, the problem for learners with special needs and very severe disabilities with the demands of these achievements. Therefore, policies for students with special needs in the final evaluation of school left alone on the policy autonomy of teachers and teacher, so it does not become an additional burden for teachers administratively and psychologically.

**From administration of giving special Workshop of Learning Disabilities (LD).** In this case shows that teachers are still in desperate need for additional insight specific skills for handling the LD child. Thus, the implications of this study should be continued with the preparation of a guide book about the teacher discussed / that teachers guide applicable in identifying students' learning disabilities appropriately and provide special handling disabilities.

**Need to get insights on how to teach children with learning disabilities so as not to interfere with regular students.** This statement reinforces previous statements that the competence of teachers to accommodate the learning needs of students learning disabilities still have to be improved, given the training, and made a systematic guide, practical, and can be used by teachers. The guide also explains about the insight children with learning disabilities, children with learning disabilities assessment, and how to teach children with learning disabilities. Learning is able to accommodate the learning needs of children with learning disabilities students are expected to find their needs fulfilled and not disturb other students.

Minimal completeness criteria and the Examination Schools need no modifications and necessary training on the handling of child slow to learn. It concerns the issue of standards and evaluation of learning outcomes. To that end, the manual also must be able to explain the evaluation or appraisal system along usefulness in determining students' graduation. Likewise, there needs to be an agreement which became the policy of the Department of Education related to setting standards on specific learning system of children with learning disabilities.

**There needs to be an agreement for the learning process in schools through workshops and seminars.** Likewise, the statement also affirmed that the LD children specific learning needs of the various parties directly involved in the field dealing with an equation and technical



agreements as well as learning systems. Thus, an urgent need to foster all of our special education responsible for special learning training for children with learning disabilities.

**Need to be trained how to deal with Teacher Children With Special Needs Special Advisors.** This statement reinforces previous statements that the competence of teachers to accommodate the learning needs of students Children with learning disabilities still need training. Training should also Special Advisor with the teachers in order to achieve common understanding.

**Mentoring for students Children With Special Needs done by Resource Teacher.** An assistance in regular public schools or indeed absolutely done or procured by the policy holder. This reinforces the statement of some teachers that to address the issue of learning for students belonging to the crew requires extra time and effort, so without any assistance GBK not be accommodated for students who need to learn specific learning disabilities.

**The need for policies specific learning disabilities mentoring students through workshops and seminars.** Seminar and Workshop is suggested activities teacher repeatedly. It needs to improve the competence of teachers to accommodate the learning needs of students learning disabilities, but there must be support for a policy. For example there is a law which requires that every student in the school must be met right to assessed, according accommodated learning needs assessment results, and given assistance when obtaining each difficulties remedial learning experience.

**Knowledge of the Children with learning disabilities needs to be followed by the school.** For students with special needs that category Children with Learning Disability is a difficulty category non observable or coincident / identical characteristic with slow learning and mild mental retardation. To that end, the need for a more detailed competency identification, assessment, and learning needs to be met by educational institutions.

**Noting the problem of funds to conduct assessment and dealing with children slowly learn.** This has become an extra constraint. But if it is associated with competence and professional teachers who should be able to provide appropriate learning conditions for individual differentiation toward educational goals is a task that include. It is appropriate one teacher competence proposed Sahertian (Ade Een Kheuriah, 2013: 108) "A teacher's competence is the real characteristic of showing the teacher's personality away to create fixed educational purpose".

Similarly, some teachers expressed statement when asked to comment in accommodating the needs of learning for students who are found in

class learning disabilities. However, learning disabilities are easily identified lies in several areas of the lessons taught by the teacher, students cannot carry out their study. Disabilities identified in more detail in the perceptual problems cannot be done during the workshop on 25 April 2015. This is also supported by some of the statements following continued. Some comments or other statements conveyed through open questionnaire can be used as two categories. Category stating not known his actions and categories that provide suggestions for further handling. The categorization of them as follows:

1. Categories that do not yet know his actions: less concerned: overwhelmed; confused in providing materials / activities for children with learning disabilities; still do not understand to provide different tasks for the crew; in general attention, mindfulness, and understanding the development of less; confused divide their time and attention to children with learning disabilities; teachers do not know how to handle children with learning disabilities; teachers sometimes lack focus against children; confused by unclear government policy handler procedure; parents are less supportive of her progress; so busy working parents too little guidance gives guidance; teachers do not know how to handle children with LD; lack of training of the crew handle; as well as teachers sometimes lack focus against children.
2. Categories provide suggestions for further handling or already tried: using peer tutors; giving singing lessons with the form, and learn while playing; teachers coordinate with classroom teachers, parents, and psychologists; assisting in particular; provide additional time; directing / guiding the child and the child is given the skills; does not require the child to learn thoroughly achievement; special attention from the teacher to LD; parents want to give honor escort; motivating teachers in the handling of LD; as well as workshops and special training needs from administration of LD children.

## 4.2 Discussion

The results statements and comments or suggestions from teachers indicated that competence in the field of learning for student accommodation, especially Children with Learning Disabilities requires an intensive training, may also take a long time, for example within 5 months. Time was used for theory and practice. It was required in accordance with content developed by Muhammad Risqi Main Saputra, et al. (KR, December 6, 2014) when creating LexiPal, namely learning to read for Dyslexia Applications developed on the basis of shapes and patterns,



similarities and differences, short-term memory, the association objects, a sense of direction, the order of events, understanding the place, the concept of time, social skills, letters, syllables and words and simple sentences. If the teachers were able to develop the assessment with the substance that field and receive training for teaching fields such content are expected to have competence accommodate the learning needs of students learning disabilities.

Discussion or discussion above is also based searching literature on teacher competence by Snyder and Anderson, 1986 (Akhyak, Mohamad K., Yunus Abubakar, 2013: case 1) They shall be professional as they offer section with the system approach of instruction Including working with the outcome-based curriculum, diagnosis of cognitive-affective readiness style and interests, program design, classroom management, instruction and learning, as well as evaluation and feedback. On the issue of work based on outcome-based curriculum, teachers must implement the curriculum as expected from the curriculum. To that end, competence is able to accommodate the learning needs of all students as a competence, including the competence to accommodate for students whose learning disabilities. For that, there is sufficient competence to accommodate the needs of learning for students specific learning disabilities who needed a user guide with training process for teachers.

Competence to do when this study was conducted in coordination with the new parties allowed to provide information. For example, coordinating with the psychologist. Likewise, trying to do a peer tutor. It shows that teachers are trying to optimize the collaboration capabilities of their students are better able to invite friends who study with learning disabilities. This competence is also to motivate the students with learning disabilities and psychological support to those learning disabilities, because peers in the classroom as a model and consultant nearby may be requested aid learning. It is also in accordance with Torgesen (2002: 7-6) is doing a supportive instruction. Supportive instruction Provides sufficient encouragement and positive reinforcement to maintain student motivation. It also Provides more cognitive support in the form of instructional scaffolding and corrective feedback. So students in the classroom as a peer tutor can be driven to perform scaffolding.

Competence to suspect that the difficulty of learning in the field and tetentu stage it can be used to predict the ability of the previous stage which has not been achieved. This is consistent benchmark of Crosley, 1989 (Samuel Blue, 1991: 98) that the development of spoken language following the rules as well as the stage of development of other capabilities. This rule can be expected, so the problem at a certain stage of

language development will affect the previous stage. So teachers can be guided also based on fields that are taught to sorted or sequences, then used to identify the particular stage students with difficulties. Furthermore, difficulties stage it can be refined stages in more detail in order to train their achievements for students who are experiencing disabilities.

## 5. Conclusions

Based on the findings of research and discussion was shown that the teachers have not yet reached a level of competence there were to accommodate and modify the needs of students' with specific learning disabilities. Teachers still not accepted, adapted and developed yet strategies appropriate to the conditions and needs of the children in learning. It became a strong foundation in the early efforts to model development of this learning accommodations and modifications. This model seeks to meet the needs of teachers' knowledge, acceptance and teaching skills of children with specific learning difficulties without sacrificing other children.

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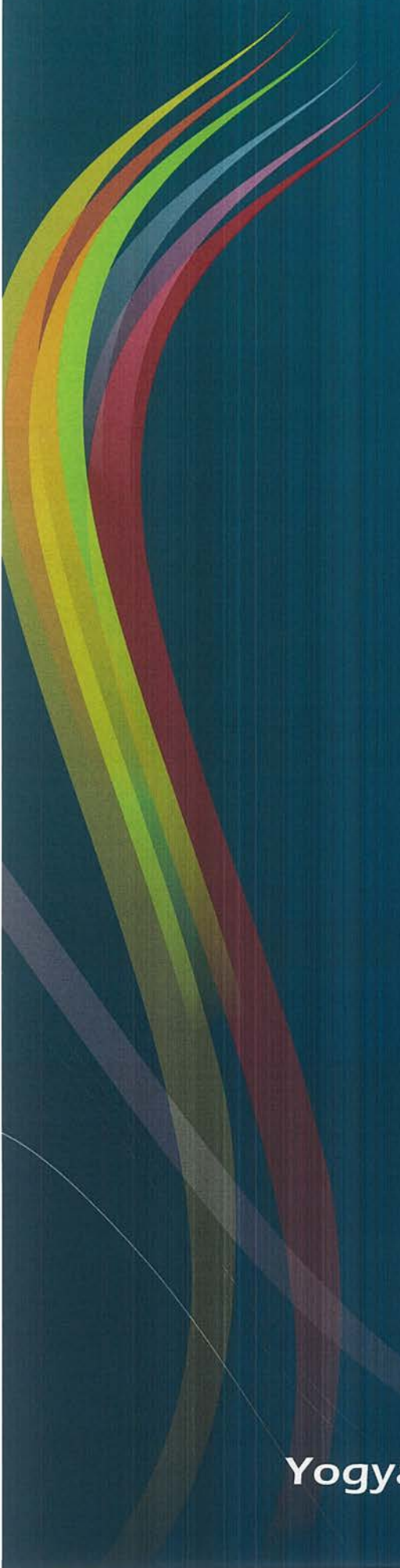


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