



EETAP *Resource Library*

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Curricular Resources for Environmental Education and Learners with Special Needs

Curricular resources for environmental education activities focus on experiencing the natural environment in order to better understand interrelationships, interdependence and the role of human beings in caring for natural resources. Special efforts are required to encourage participation by learners with physical as well as learning disabilities in such activities. The educators need access to appropriate curricular resources that could be used for this purpose.

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. The ADA extends civil rights protections for people with disabilities to employment in the private sector, transportation, public accommodations, services provided by state and local governments, and telecommunications relay services. To prepare individuals, challenged or otherwise, for dealing with testing situations necessitates a holistic approach to education. Environmental education supports and forms an important component of this strategy.

A number of resources are available and provide access to activities focusing on environmental issues. These could be used in any of the following ways:

- By adapting the suggested activities to special needs of the learners
- By directly implementing the suggested activities
- By sharing the outcomes of a suggested strategy with other educators and modifying them for future use
- By actively involving the challenged learners through a sharing process

To approach the constraints that might be a challenge for the educator and learner, a number of resources are identified below. Some of the listed resources may not be visibly related to environmental

education; however, they do provide a strategy for dealing with similar situations.

Where are the resources?

Following is a list of some resources available for educators on *environmental education and learners with disabilities* found in the Educational Resources Information Center (ERIC) and Eisenhower National Clearinghouse (ENC) collections. To read about these resources and learn where to get them, search the ERIC or ENC collections on line or at a local library or university. On line, the material can be accessed by typing

<http://eelink.umich.edu>

Page down to EDUCATION AND INFORMATION directory, EDUCATION directory, ASKERIC or ENC, and click on either home page. You will then be able to search ERIC and ENC databases by following the appropriate pointers.

Print Resources

From ERIC

Kathleen, M. D., and Airhart, D.L. "Teaching Environmental awareness using Terrarium". *Teaching Exceptional Children*, v 23, no 4 (Summer 1991) p 38-41. (EJ 427 129)

Techniques for using a terrarium to teach principles of environmental science and environmental awareness to mildly retarded, learning-disabled, or gifted students are suggested. Environmental cycles (water, respiration, photosynthesis), appropriate plants, and terrarium construction and care are covered.

Introducing SAVI/SELPH. California University., Berkeley. Lawrence Hall of Science, 1981. (ED 344 755)

The SAVI/SELPH Program is the combined output of two projects funded by the U.S. Office of Education: Science Activities for visually Impaired (SAVI) and Science Enrichment for Learners with Physical handicaps (SELPH). The program is composed of three major components (1) printed activity instructions and other information material for the teacher (2) student equipment kits; and (3) and an educational philosophy for incorporating science into the curriculum of disabled students.

Curriculum for Students with Special Needs. Lean County schools, Tallahassee, Fla. 1991. (ED 349 431)

This curriculum guide is designed to help special education adult educators enable adult handicapped students to develop, enhance and maintain basic skills and competencies commensurate with their interests and ability levels. Accompanied by test instruments and inventories, the guide focuses on (1) functional skills - severely and profoundly handicapped; (2) functional skills - moderately handicapped; and (3) adult basic academic skills.

Update on Gifted Education. Volume 1, 1991. ***Update on Gifted Education***, v 1, no 1-4, spring-winter 1991 (ED 346 654)

This document is the first volume of a projected quarterly publication designed to assure that most current information on the latest research and on successful practices in the field of gifted education is made available to schools. The four issues of this volume contain many articles on the subject including *An Interdisciplinary Unit on Environmental studies* (a unit based on a program developed by Tom Weldon and adapted for use in Texas schools by Betty Strickland); *Gifted Learning Disabled Students: Questions and Answers* (Anne J. Udall); and *Thematic-based Curriculum: The Key to Connected learning* (Violet Hanney and Nora Woods).

From ENC

Froschl, M., Rubin, E., and Sprung, B., ***Including all of us: an early childhood curriculum about disability.*** New York, NY: Educational Equity Concepts, Inc. 1984. (ENC-002876)

This resource is a guide for creating an early childhood curriculum that is multi cultural , non sexist and focuses on the integration of actual role models as well

as images of children and adults with disabilities into the class room environment. Activities and background information, list of materials and supplies, and procedures for each activity are provided. Also included is information about disabilities, curriculum materials, children's books, background reading for teachers and parents, and national disability organizations.

Environmental Energy. SAVI/SELPH, Berkeley, CA: Center for Multi sensory Learning, Lawrence Hall of Science, The University of California, 1983. (ENC-000181)

Science activities for the visually Impaired and Science Enrichment for Learners with Physical Handicaps (SAVI/SELPH) is an interdisciplinary, Multi sensory science enrichment program designed for blind and visually impaired, orthopedically handicapped, learning disabled, learning disabled, developmentally disabled, emotionally handicapped, hearing impaired and non-disabled students in grades 4-7. Nine modules compose this program, and each encompasses a separate content area. This module explores environmental energy. A matrix provides activity descriptions, science concepts, process skills, application skills, language development, and related learning resources for this module.

Environments. SAVI/SELPH, Berkeley, CA: Center for Multi sensory Learning, Lawrence Hall of Science, The University of California, 1983. (ENC-000182)

The SAVI/SELPH program consists of three major components: printed activity instructions for teachers, student equipment kits, and an educational philosophy for incorporating science into the curriculum of disabled students. Nine modules compose this program, and each encompasses a separate content area. This module explores environments. Four activities are included: Environmental Planting; Sea What Grows; Isopods; and The Wanted Weed. Follow Up sessions after each activity also provide a mini assessment activity to be conducted with each student individually.

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EETAP Resource Library is a project of Environmental Education Training and Partnership effort. The goal of the Resource Library is to increase educators' access to and use of databases such as ENC and ERIC. This information sheet may be freely reproduced for educational purposes.