

# Citizenship Resource Guide

Indiana Department of Education  
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# Foreword

## A Message From the Superintendent

In 1995, the Indiana General Assembly passed IC 20-10.1-4-4.5. The law called for the Department of Education to develop a comprehensive plan of good citizenship instruction. This *Partners for Good Citizenship*, a resource guide for citizenship education, is part of our response to that directive.

The law specifically stated the topics to be included, and we have addressed those in this guide. They are presented in the poster on page *ix* ready for teachers to use in their classrooms.

These days, we hear a great deal about the importance of teaching “the basics.” When we hear that term, we understand that “the basics” means reading and writing, as well as the basic operations of mathematics including: addition, subtraction, multiplication, and division. The importance of “the basics” is so apparent that educators regard it almost as a given and may not reemphasize how necessary basic knowledge is to all learning. We sometimes take it for granted that everyone knows that.

In order to achieve in today’s world, we know that it takes more than “the basics.” Students must know how to apply “the basics.” This is absolutely necessary for our young people to be successful in life. We also may take it for granted that our children will come to school prepared to be good citizens. Unfortunately, that is not always so. The high incidence of little time being spent at home on learning good citizenship has contributed to this, as has the lessening of standards by the media, among other things.

Given that, a good educational foundation has never been so important as it is today. American democracy cannot endure without an educated populace. In order to have good citizens, we must have good students. The early leaders of our country knew that. It was Thomas Jefferson who initially proposed a system of free public elementary schools believing them to be essential to the continuation of a democratic form of government. Jefferson wrote, “If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” In similar vein, James Madison once said, “Popular government without education is the prologue to a farce or a tragedy.”

It is important that we teach about our heroes. We can all be encouraged by the stories of great men and women who have gone before us. Children can gain so much by learning that most of those we admire have faced adversity—even made mistakes—and, yet, they have persevered. I have read extensively about George Washington and Abraham Lincoln, among others. The stories about the honesty, courage, and integrity they demonstrated are an inspiration. These men, along with other founders of our freedom and our democratic society, are excellent role models for our students. Stories of these two presidents might very well be a good place to begin teaching good citizenship. With them, we can answer the question, “Who are we as a nation?”

If our students are taught the importance of a good education and good citizenship, there remains the hope of retaining a strong democracy. There are many ways to integrate the tenets of good citizenship into every academic area. Using this guide will help teachers encourage the principles upon which this great nation was founded. I urge you to use it often and well.

Dr. Suellen Reed  
Superintendent of Public Instruction







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## **Citizenship Education Advisory Committee:**

Tinka Booe, Past President  
Indiana Congress of Parents and Teachers  
Indianapolis

Betty Corbitt  
Director of Community and  
Staff Relations  
MSD Pike Township  
Indianapolis

Russ Bankert  
Winchester

Scott Bauserman  
IPS School #110  
Indianapolis

Dallas Daniels  
Indiana Department of Education

Dr. Robert Fallon  
Indiana Department of Education (Retired)

Joel Hand, Deputy Prosecutor  
Office of the Prosecuting Attorney  
of Marion County

Steve Stoughton  
The Stoughton Group  
Carmel

Dr. Steve Heck  
Indiana Association of School Principals

Tom Hession  
Indiana Policy Review Foundation  
Indianapolis

Tim Martone  
Brentwood Elementary School  
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Kylie Pepler, Student  
Homestead High School  
Fort Wayne

David Raimondini  
Special Assistant to Chief Justice  
Randall Sheppard  
Indiana Supreme Court

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Indiana Department of Education

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Assistant Superintendent  
Indiana Department of Education



# Acknowledgements

## **Writing Team:**

Ruth Baize  
Lodge Elementary School  
Evansville

Nancy Hill  
Carmel Clay Schools  
Carmel

Nadine Roush  
Earhart Elementary School  
Lafayette

Rick Bentley  
Center for Philanthropy  
Indianapolis

Gwen Kelley  
Indianapolis Public Schools  
Indianapolis

Dianne Shewmaker  
Owen Valley Middle School  
Spencer

James Berbeco  
Helmsburg Elem. School  
Morgantown

Barbara Lumbis  
Anderson Madison Heights H.S.  
Anderson

Pat Swanson  
Valparaiso High School  
Valparaiso

Kathy Deck  
Carmel Clay Schools  
Carmel

Lelia Meyerratken  
Sunnyside Middle School  
Lafayette

Mark Watson  
The Indiana Academy  
Muncie

Linda Held  
Columbus Schools  
Columbus

Margie Zimmerman  
Crawfordsville Schools  
Crawfordsville

## **Curriculum Design:**

Jo Seidel, Curriculum Coordinator  
Muncie Community Schools

Dr. Victor Smith  
Indiana University-Purdue University at  
Indianapolis

## **Editors/Coordinators:**

Mary Fortney  
Indiana Department of Education

Janelle Heidenreich, Former Consultant  
Indiana Department of Education

## **Artist:**

Michael Douglas  
Indiana Department of Education



# Acknowledgements

## **Additional Contributors:**

Dr. Walter Bartz  
Indiana Department of Education

Kevin Beardmore  
Evansville

Irene Brock  
Gosport

Linda Cornwell  
Indiana State Teachers Association

Dr. Harlan Day, Director  
Indiana Council for Economic Education

Barbara Ettl  
South Bend Community Schools

Dr. Penny Gaither  
Bloomington

Lyn LaVigne, Former Consultant  
Indiana Department of Education

Jill Meisenheimer  
Carmel

Susan Minor  
Indiana Department of Education

Dr. Carlotta Parr  
Central Connecticut State University

Marcia Rigdon  
North Central High School, Indianapolis

Cynthia Schwinghamer  
Indiana Department of Education

Steve Stafford  
Indiana Department of Education

## **Preliminary Review:**

### *Teachers and Administrators*

Amelia Earhart Elementary School  
Lafayette

Carmel Junior High School  
Carmel

Forestdale Elementary School  
Carmel

Helmsburg Elementary School  
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Indiana Academy for Science, Math, and Humanities  
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# Introduction

## **Good Citizenship Instruction: (IC 20-10.1-4-4.5)**

In 1995, the Indiana General Assembly passed legislation requiring public schools to integrate “good citizenship instruction” into the current curriculum. Good citizenship instruction is described as instruction that emphasizes the nature and importance of:

1. Being honest and truthful.
2. Respecting authority.
3. Respecting the property of others.
4. Always doing one’s personal best.
5. Not stealing.
6. Possessing the skills necessary to live peaceably in society and not resorting to violence to settle disputes.
7. Taking personal responsibility for obligations to family and community.
8. Taking personal responsibility for earning a livelihood.
9. Treating others the way one would want to be treated.
10. Respecting the national flag, the Constitution of the United States, and the Constitution of the state of Indiana.
11. Respecting one’s parents and home.
12. Respecting one’s self.
13. Respecting the rights of others to have their own views and religious beliefs.

This mandate is similar to legislation passed previously in 1937 and 1975. It incorporates the ideas of earlier legislation and expresses the continuing concern of the Indiana General Assembly for the development of good citizens. It also serves as a reminder that citizenship education is one of the major responsibilities of the public schools, and it calls upon school personnel to renew their efforts to help students become good citizens. (See the *Resources* section for the complete text of IC 20-10.1-4-4.5.)

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## Partners for Good Citizenship

The purpose of *Partners for Good Citizenship* is to assist school personnel in integrating citizenship instruction into their own curricula as required by the legislation. This resource guide provides **Sample Lessons** for every grade from Kindergarten through Grade 12. Each interdisciplinary lesson is related to one or more of the aspects of good citizenship cited in IC 20-10.1-4-4.5 and provides ideas for teaching strategies and activities that can be adapted to a range of learning needs.

The lessons do not constitute an addition to the curriculum. Instead, they provide a way to integrate citizenship instruction with the skills and knowledge that are important to language arts, social studies, fine arts, career education, and other areas of a school's curriculum. *Partners for Good Citizenship* also emphasizes the importance of working with parents in citizenship instruction. For this reason, each lesson includes ideas for keeping in contact and working with students' families. The lessons also emphasize active learning and community-based experiences.

Lessons are often based upon literature as a way of encouraging the formation of positive ideas and exhibiting appropriate behavior. Because good literature provides an important resource for teaching citizenship, *Partners for Good Citizenship* includes a Bibliography of **Literature for Elementary, Middle School, and High School Students** to help teachers, parents, and librarians as they develop and expand their citizenship education programs. These literature selections were provided by Indiana teachers and media specialists. Their inclusion does not constitute an endorsement or a recommendation by the Indiana Department of Education. **Teachers and media specialists, working closely with parents and other members of the community, should evaluate all literature selections carefully to determine whether a book meets the specific instructional needs of their students and the standards of the local community.**

*Partners for Good Citizenship* also provides a list of **Sample Programs and Resources for Citizenship Instruction**. These are programs that are currently in use in Indiana schools and classrooms. In each case, a name and phone number for a local contact person are listed so that teachers and administrators who are interested in a program or resource can contact a program organizer or a local educator who has had direct experience with a resource and can comment upon its effectiveness.

## Schools, Parents, and Communities: Partners for Citizenship Education

*Partners for Good Citizenship* is a resource guide. It is not a complete curriculum for citizenship education, and it is not intended to take the place of the many excellent local programs now being carried out in Indiana schools and communities. Instead, it is intended to enhance those programs and provide schools that do not have active programs with useful information and materials to help implement a program. The major purpose of this guide is to provide assistance to Indiana schools, working with parents and community members, as they develop their own citizenship education initiatives.

In carrying out research for the development of *Partners for Good Citizenship*, the Indiana Department of Education convened focus groups in eight communities across the state during the summer of 1996. Over 400 parents, teachers, community members, and students participated in this process.

The Indiana Department of Education also conducted a series of 12 town meetings between August 9 and October 22, 1996. The purpose of these meetings, which were attended by 601 persons, was to provide a forum for local community members to identify concerns and indicate how the Department can improve its service to schools and communities. Among the topics discussed at every town meeting were student discipline and citizenship.

In general, citizens provided the following perspectives on citizenship instruction:

1. Parents believe that schools should reinforce their efforts to teach good citizenship. Citizenship education is seen as a joint effort or “partnership” including the home, the school, and the community. All of us share a responsibility for teaching, modeling, and practicing good citizenship.
2. Citizenship education is most effective when it is integrated into the total school program, from Kindergarten through Grade 12, including classroom instruction, extracurricular activities, discipline policies, student government, career education, and life experiences. The climate of the school is very important in shaping the way students practice citizenship.
3. Citizenship should be taught through intentional, practical, and real-life experiences. Student involvement in school and community life and service to the community are seen as important by all members of the focus groups. Good citizenship efforts at home, school, and in the community should be positively recognized and reinforced. All students are capable of practicing good citizenship, and all students should be recognized when they succeed.
4. Adults serve as important role models in shaping students’ perceptions and visions of citizenship. Children and young people are keenly aware of adult attitudes and behaviors and depend upon good role models as they develop citizenship habits and practices.
5. A number of Indiana schools and communities are currently engaged in citizenship programs and activities. Focus group participants spoke proudly of these local initiatives. Participants also cited problems and needs in the area of citizenship education. Citizenship educators at all levels need opportunities to increase their knowledge, skills, and resources.

*Partners for Good Citizenship* is intended to assist schools as they work to do their part in the total effort to help students become knowledgeable, caring, and responsible citizens.

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## **Citizenship Education - A School-Wide Initiative:**

The ideas expressed by Indiana parents, teachers, and community members are also shared by citizenship educators. Experience with citizenship education programs indicates that citizenship instruction is most effective when it is integrated into the curriculum of the school and is part of a continuous, school-wide effort. Citizenship education and academic learning are closely intertwined and should make use of active teaching and learning strategies, such as cooperative learning, problem solving, and experience-based projects. In planning and carrying out this type of instruction and interacting with students on a daily basis, individual classroom teachers can have a significant, positive influence on the lives of children and young people.

These efforts are multiplied many times when the total environment of the school supports and reinforces the citizenship learning initiated in the classroom. For this to take place, all members of the school staff must be involved in learning about and taking responsibility for citizenship education. All adults in the school community, teachers, administrators, custodians, cafeteria workers, secretaries, bus drivers, and others are potential role models for students. The various aspects of the school program, including discipline policies, assessment procedures, relationships with parents and community members, and the management of the school's physical environment provide opportunities for citizenship learning.

When a school makes good citizenship part of everyday life, students from diverse backgrounds can see themselves as members of a community where they have a wide range of opportunities to behave responsibly and put the citizenship skills they are learning into practice. This practice takes place not only in the classroom, but also in the hallways, playing fields and playgrounds, cafeterias, and school buses. Schools with proactive citizenship programs provide students with a variety of ways to act upon their commitment to school and community through service-learning projects, career and job awareness activities, and other real-life experiences.

By organizing a comprehensive program and following through on a consistent basis, all members of the school community can do many creative and innovative things to promote good citizenship. As one teacher working on this guide has said: "Good citizenship is not just a set of lessons. It is part of everything we do, every day."

### **Suggestions for School-Wide Activities**

- Identify a group of teachers, parents, students, and community members who will lead the development of citizenship goals and activities.
- Provide teacher inservice on citizenship instruction and resources.
- Display posters, signs, banners, and other reminders of the qualities of good citizenship.
- Display quotes or themes related to citizenship in prominent places within the building.
- Promote essay contests or creative writing assignments related to citizenship.
- Help students plan a letter writing project to other students across the nation, state, or community to discover how people are alike and different, but still Americans.
- Involve students in planning a service-learning project to promote community responsibility.
- Encourage classrooms to elect student council members who help to plan citizenship activities. Reinforce the idea of how a legislature works.
- Help students plan a service project for a hospital or a senior citizen home.
- Plan a recycling program by collecting newspapers, cans, or plastic bottles and donate the money to a charity.
- Work with students to develop a specific plan to welcome new students and other guests to your school community.
- Encourage students to develop a school motto or creed that promotes citizenship.

### **School Administrators Can:**

- Spearhead school-wide events and promote engaging instructional strategies.
- Promote policies related to good citizenship habits and school climate: in the hallways, in the cafeteria, on the bus, in the rest rooms, in the classroom, in the media center, in schoolwide assemblies, and during recess.
- Maintain a special bulletin board of "good citizens," including student pictures, that changes weekly, monthly, or by grading periods.
- Provide certificates for good citizenship based on qualities that have been identified by teachers and students.
- Involve all teachers in school-wide activities promoting school unity in citizenship and cultural awareness programs. Assist art, music, and physical education teachers as they help students:
  - Develop displays and exhibits on various topics or themes.
  - Learn patriotic songs and songs from various cultures.
  - Write a school song that promotes school pride and good citizenship.
  - Learn games and dances from various cultures and engage in cooperation and fair play.

- 
- Help plan choral celebrations, folk dance festivals, international days, or game days when students, parents, and community members share cultural activities.
  - Maintain close contacts with parents and community members to make sure that the school citizenship program is a joint effort.

**Individual Teachers Can:**

- Make good citizenship part of the classroom curriculum every day in every subject.
- Incorporate school-wide citizenship activities into daily lessons and plan special classroom activities.
- Adapt citizenship experiences to the needs of all learners.
- Keep a class scrapbook of stories, events, news clippings, and pictures related to citizenship.
- Plan tours to city, county, or state offices and to the state capitol.
- Record sites in your community that display the American or Indiana flags. Make a graph or chart of the kinds of places that display the flags.
- Help students develop vocabulary skills by identifying and discussing words used in classroom activities or found in various materials read in the classroom.

Such words might include:

determination	self-discipline	courtesy	love
responsibility	conviction	effort	caring
peacemaking	patience	initiative	friendship
self-motivation	justice	humility	teamwork
compassion	truthfulness	commitment	trust
kindness	fairness	liberty	sincerity
honesty	confidence	freedom	pride
loyalty	perseverance	integrity	respect

- Celebrate holidays and events and plan instruction that relates to responsible citizenship and to understanding diverse cultures of Indiana residents.
- Have students research the history and significance of these celebrations.

**Events**

**Dates**

Labor Day	First Monday in September
Citizenship Day	September 17
National Hispanic Heritage Month	September 15 - October 15
Columbus Day	Second Monday in October
Veterans Day	November 11
Native American Heritage Month	November
Thanksgiving	Fourth Thursday in November
Kwanza Celebration	December 26 - January 1
Emancipation Day	January 1
Dr. Martin Luther King, Jr. Day	Third Monday in January
Brotherhood Month	February
Abraham Lincoln’s Birthday	February 12
Frederick Douglass’ Birthday	February (date unknown)
Black History Month	February
George Washington’s Birthday	February 22
President's Day	Third Monday in February
Women's History Month	March
Law Day	May 11
Memorial Day	Last Monday in May
Election Day (Primary)	First Tuesday in May (in General Election years)
Election Day (General)	First Tuesday in November
Flag Day	June 14
Independence Day	July 4

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**Everyone Can Develop Activities that Promote:**

**Responsibility:**

- for supplies
- for homework
- for grades
- for behavior
- to be a role model for younger students
- for work in cooperative learning activities
- to be honest
- to do your best

**Respect for:**

- classmates
- adults in authority
- the ideas of others
- parents and family
- belongings
- property
- equipment

**Respect for Self and Others Through:**

- proper speech (no profanity)
- good manners
- cleanliness
- orderliness
- settling conflicts peacefully
- gaining respect without threats of intimidation or violence
- not interrupting

**Being Prepared by:**

- being a good listener
- being on time
- having materials
- dressing for the weather
- having projects and assignments on time

## Citizenship Education for Students with Diverse Learning Needs

Citizenship education is essential for all students. The instructional approaches used in teaching citizenship must include the appropriate accommodations for meeting the individual needs of students. An accommodation is a change in materials or procedures that enables students to participate in a way that measures their abilities rather than their disabilities. In order to be effective, the instructional approaches used in teaching citizenship must accommodate the different needs of students.

Students with disabilities have an Individualized Education Plan (IEP) that includes recommended accommodations for the student. The student's special education teacher can provide information included in the IEP. *Partners for Good Citizenship* is not designed to provide the necessary individualized teaching strategies for students. Instead, it provides some general suggestions on how activities can be modified, and students accommodated, for a wide range of learning needs.

1. Teachers should begin at the building level with other teachers at their grade level who may have suggestions on how to help individual students become involved in citizenship activities. For example, if teachers have students who need specific accommodations due to visual impairments, contact the local teacher of the visually impaired for assistance.
2. Coordinate needs for additional materials across the curriculum. For example, if teachers decide to record some of the written material on tape, they might recruit the assistance of capable, older students for the task as part of a service-learning project. (Make sure they use high-quality tapes.)
3. It is important to incorporate as many sense modalities into the lessons as possible. This enables the teacher to tap into the preferred learning mode of many students, because teaching is more than telling, and learning is more than listening. Some examples include the use of pictures (including photographs) as visual cues and role playing to serve as kinesthetic, auditory, and visual cues.
4. *Adapting Curriculum & Instruction in Inclusive Classrooms: A Teacher's Desk Reference* (Deschenes, Ebeling, Sprague, 1994) recommends the following nine basic ways to accommodate instruction for meeting the learning needs of a specific student:

SIZE	Adapt the number of items that the learner is expected to learn or complete at any one time.
TIME	Adapt the time allotted and allowed for learning, task completion, or testing.
INPUT	Adapt the way the instruction is delivered to the learner by using more than one sense modality.

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OUTPUT	Adapt how the student can respond to instruction.
DIFFICULTY	Adapt the skill level, problem type, or the rules on how the learner may approach the work.
PARTICIPATION	Adapt the extent to which a learner is actively involved in the task.
ALTERNATE GOALS	Adapt the goals or outcome expectations while using the same materials.
LEVEL OF SUPPORT	Increase the amount of personal assistance with a specific learner.
SUBSTITUTE MATERIALS	Provide different instruction and materials to meet a student's individual goals.

Additional resources for accommodating teaching materials and strategies to meet a learner's needs may be obtained from:

The Indiana Department of Education  
 Division of Special Education  
 Room 229, State House  
 Indianapolis, Indiana 46204-2798  
 317-232-0570

Indiana Educational Resource Center  
 Indiana School for the Blind  
 7725 North College Avenue  
 Indianapolis, Indiana 46240  
 317-232-0587 1-800-833-2198

Indiana Institute on Disability and Community  
 Indiana University  
 2853 East Tenth Street  
 Bloomington, Indiana 47408-2601  
 812-855-6508

Recording for the Blind and Dyslexic  
 20 Roszel Road  
 Princeton, New Jersey 08540  
 609-452-0606 - Registration Phone  
 1-800-221-4792 - Customer Service