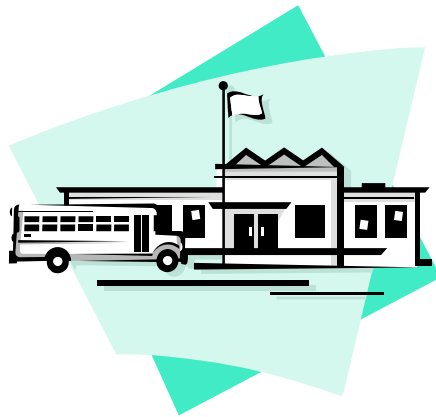


Inclusive High School Teaching Guide



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I. Description of School

The goal of a successful inclusive high school is to include all students regardless of abilities and disabilities. As you walk through an inclusive school, the hallways are noisy. You will see students engaged with one another and hear interactions of cooperative learning. The classrooms are engaged in meaningful activities. The students are sitting, standing, and moving around. All students, regardless of abilities, are actively engaged. Peer groups are formed inviting all students to participate socially.

An inclusive education means all students in a school, regardless of strengths and weaknesses in any area, become an active part of the school community. The students with disabilities are included in all academic and social activities. All students have a sense of belonging to their school community. Teachers value the accomplishments of all students and treat all students with an equal amount of respect. Teachers celebrate the different learning styles that are unique to each student. Teachers are managers, not rulers, of their classrooms.

Here is sample form that can help teachers plan to make a learning environment inclusive in the high school setting:

Planning An Overall Approach To Teaching
(Peterson, 2001)

What are my strategies? Grades:9-12 Subject: Foods Cooking Class	How do they fit the guidelines for inclusive teaching?
<p>Academic learning for all. <i>Authentic multi-level teaching.</i></p> <ul style="list-style-type: none"> -Student-centered/multi-level instruction -Students helped choose recipes and menus -Variety of multi-cultural cuisine preparation -Students given permission to alter recipes in order to explore culinary creativity -Recipes given written, orally, and illustrated to meet the needs of a variety of learners -Student cooking journals are used weekly to reflect on cooking and group experiences -Students are encouraged to incorporated knowledge and talents into cooking experience 	<p><input checked="" type="checkbox"/> Connected to student’s lives, community, and social issues.</p> <p><input checked="" type="checkbox"/> Instruction at multiple levels.</p> <p><input checked="" type="checkbox"/> Multiple intelligences</p> <p><input checked="" type="checkbox"/> Learning styles</p>
<p>Social – emotional. <i>Building community & dealing with behavioral challenges.</i></p> <ul style="list-style-type: none"> -Cooperative group learning -Heterogeneous cooking groups -Students with disabilities are included by groups to participate fully in lessons -Paraprofessional rotates throughout room during cooking time to assist groups in fully including students with disabilities -Students are encouraged to assist group members in completing assignments 	<p><input checked="" type="checkbox"/> Heterogeneous grouping</p> <p><input checked="" type="checkbox"/> Student choices</p> <p><input checked="" type="checkbox"/> Student reflection on learning.</p>
<p>Learning environment. <i>Sensory and physical needs.</i></p> <ul style="list-style-type: none"> -Comfortable cooking stations in U-shaped formation -Computer and internet experiences incorporated into class assignments -tables available in an adjoining room for individual a small group time -Music available while students work -Student work displayed around the room 	<p><input checked="" type="checkbox"/> Building a caring community.</p> <p><input checked="" type="checkbox"/> Learning environment for people with diverse abilities and styles.</p> <p><input checked="" type="checkbox"/> Use in-class supports – peers, co-teachers, volunteers, related services personnel</p>

Inclusive learning often happens in small groups with peers helping and supporting each other. Students have a high level of responsibility for creating their

community. The students help structure the rules and are expected to follow them and meet contracted expectations for curriculum. All students are aware others will be expressing their learning in different ways. Student assignments vary according to the needs and preferences of each student. An inclusive school reaches beyond the classroom and into the community as a resource for learning new skills. General education and special education teachers are working together using different forms of teaching. For example, Ms. Kerby, a general education business teacher, co-teaches with Mr. Riley, a special education teacher.

Three different models of inclusion exist: the consultant model, the teaming model, and the collaborative model (Lipsky, 1996). The **consultant** model is the model assigned to a building with a low student population. In the consultant model, the special education teachers are available to reteach difficult skills and to help students practice newly acquired skills. The consultant model is a non-intrusive approach that provides students with extra help outside the general education classroom. Regularly scheduled meetings between the general education and special education teachers are recommended rather than communication on an as-needed basis.

In the **teaming** model, the special education teacher is assigned to one grade level team with one planning period per week for the team. The special education teacher provides student information, possible instructional strategies, modification ideas for assignments/tests, and behavior strategies. The team meets on a regular basis, establishing consistent communication among the team members. The team allows teachers to work together to achieve success with their students. All team members work

together and broaden their knowledge of general education curriculum and special education instructional strategies.

The final model the **collaborative** or **co-teaching model**. In this model, the general education and special education teachers work together to teach students with/without disabilities in a shared classroom. Both teachers are responsible for instruction planning and delivery, student achievement, assessment, and discipline. Students receive age-appropriate academics, support services, and modified instruction when necessary. The collaborative model provides minimal scheduling problems, continuous, ongoing communication between educators, and lower student to teacher ratio than the teaming or consultant model (Lipsky, 1996).

Here is a sample narrative of co-teaching in an inclusive high school classroom:

As soon as the bell rings, Mrs. Travis, the general education social studies teacher, asks all the students to get out their amendment reading packets. Miss Kerby, the special education teacher, co-teaches the 4th hour Introduction to Government class with Mrs. Travis. The multi-level class is studying the major amendments of the constitution. Johnathan, a student with severe multiple impairments has a bright smile on his face as Shelly, one of his peers, gets out his reading packet for him. John, a student with learning disability, has his packet out and is ready to go. Mrs. Travis divides the room in half. The two sides of the room will alternate reading the text aloud together. Both groups are heterogeneous and multi-level. Mrs. Travis stands in front of one group of students, and Miss Kerby stands in front of the other group of students. Mrs. Travis explains the objectives of the class to the students and then the class begins to read chorally. Mrs. Travis raises her hand to cue her group to read. When Mrs.

Travis puts her hand down, Miss Kerby raises her hand to signal her group to read. The class alternates in this fashion until the reading packet is finished. John follows along the best he can and reads aloud the words he knows. Johnathan's eyes follow the words on each page, and Kevin, another peer, turns the pages for him.

After the class has completed the packet, Miss Kerby goes to the board and breaks down some of the difficult ideas, such as Prohibition and poll taxes, by using graphic organizers. She invites students to come to the board as well to add to the ideas. After the graphic organizers are complete, Mrs. Travis announces the variety of options available to complete the next assignment. Since John likes to participate in activities involving listening and speaking, he joins a group of four other students to work on acting out the events of the installation and removal of the Prohibition amendment. Shelly and Kevin invite Jonathan to join them in creating a song reflecting the meaning of the major amendments because they know how much he likes music. When they ask Jonathan if he would like to join their group, he responds by pushing "yes." on his communication board.

As the groups begin working, Miss Kerby circulates the room and monitors John's involvement in his group. Though he is the writing the skit, he is participating actively by sharing his ideas and volunteering to act out certain parts. Miss Kerby also checks on Jonathan's progress with his group. Shelly and Kevin are working well with him as they test melodies to use for the song they wait for Jonathan to respond "yes" or "no" with his communication board to indicate if he likes the melodies or not. Soon the bell rings and the students are instructed by Mrs. Travis to get into groups at the beginning of the next class, so the students can continue to work on their assignments.

Inclusive schools improve the learning of all students, including those with mild to severe disabilities. Inclusive classrooms have students who have abilities ranging from gifted to severely cognitively impaired. Having a community in which students can help and support one another is very important. Peer buddies, cooperative work groups, parent involvement and community commitment are all important elements of an inclusive school.

In order to accommodate students with their individual disabilities, the inclusive learning environment has been designed and modified to facilitate access and participation. Assistive technology is used throughout the school. Some examples of assistive technology include computer programs that match sounds to pictures, tape recorders, headphones, books, pens, communication boards with pictures and simple words, and electric wheelchairs that are guided by a joystick or a puff- and- sip commands activated by the person's mouth. In classrooms and libraries, computers are equipped with scanners with scanners, recorded books, talking software, and dictation software. Technology is an important tool for adapting the environment and providing support. Assisted or adaptive technology is required under IDEA for students with disabilities and can be written into a student's IEP (Peterson, 2003).

Inclusion is about membership and belonging to a community. In inclusive classrooms, more options are provided for a student to learn. The classroom consists of teachers using their joint planning time to problem-solve and discuss the use of special instructional techniques for all students who need special assistance. Monitoring and adapting instruction for individual students is an ongoing activity. The teachers use

curriculum-based measurement to systematically assess their student's learning progress. Curricula are adapted so that the lessons begin at the edge of the student's knowledge, adding new material at the student's learning style. In the classroom, the teachers group students differently for different activities. The teachers and paraprofessionals divide the classes and each teach small groups or tutor individuals. Cooperative learning projects are used to help the students learn to work together and develop social relationships. Peer tutors provide extra help to students who need it.

Another unique aspect of the inclusive school is support and understanding of the principal and support staff. Adequate numbers of personnel, including aides and support personnel are available to meet the needs of all students. Adequate staff development and technical assistance, based on the needs of the school personnel, are provided (e.g., information on disabilities, instructional methods, awareness and acceptance activities for students, and team building skills). Appropriate policies and procedures for monitoring individual student progress, including grading and testing, are in place. Special educators are part of the instructional planning team. Teaming approaches are used for problem-solving and program implementation. General education teachers, special education teachers, and other specialists collaborate in and outside the classroom e.g., co-teaching, team teaching, and teacher assistance teams.

The inclusive classroom provides contact with age peers and prepares all students for the diversity of the world beyond the classroom. Each inclusive school is unique and each faculty must work together to develop the best school possible to meet the needs of its unique student population. There is no one recipe for becoming an inclusive teacher or school (McLaughlin, M. & Warren, 1992).

II. Parent Involvement and Support

An inclusive school also strives to inform and support parents. Many avenues are available for parents to use as resources for support of their special needs child and increase their involvement. Organizations to support students with special needs are in the community as well as in the school systems. Many schools have an LSCO available to assist parents. The Local School Community Organization (**LSCO**) is an organization that encourages parental, community, and staff involvement in school affairs. Its purpose is to strengthen communication between school personnel and central administration (Hutchins Middle School, 2003). Any parent/ guardian and any person living, working, or volunteering in the school attendance area is eligible for membership in this organization. Each LSCO develops its own rules and guidelines to tailor its services to the needs of its unique school population. The LSCO informs the parents of proper procedures in order to elicit help from the school community and outside agencies. An inclusive school provides the parents with as much support as possible and informs them of alternative agencies to support the education and well being of the children with special needs.

Here is a sample list of support agencies given to parents of special needs students by the school:

*The **Citizens Alliance to uphold Special Education (C.A.U.S.E)** is a statewide non-profit coalition providing free information, referral, support, advocacy, and workshops to parents and professionals working with children with disabilities and special needs. Their mission is to provide a collaborative forum where consumers and providers can actively support an individualized free appropriate education (FAPE) that options in the world community. Their priority is to protect and advocate for the educational rights of*

students with disabilities. Their center of expertise is on section 504 and person-centered planning. Anyone can join CAUSE, but it is mainly geared toward the families and professionals of children with special needs.

The Michigan Protection and Advocacy Service (MP&AS) is an organization with a mission to advance dignity, self determination, and express choices of individuals. MPAS promotes, extends, and protects the rights of people by providing them with information and advocacy. They provide an Information and referral department (I&R) that assist parents in understanding legal rights and advise them on way to handle situations. They also have Technical Assistance, Legal Representation, Workshops and seminars. They also provide information, referrals, direct advocacy and legal representation within the following program areas;

- ***Protection and Advocacy for persons with Developmental Disabilities (PADD)*** assists people developmental disabilities.
- ***Protection and advocacy for Individuals with Mental illness (PAIMI)*** assists people experiencing mental illness.
- ***Protection and Advocacy of individual Rights (PAIR)*** assist people with disabilities who do not meet the eligibility criteria for PADD or PAIMI services (generally individuals with adult onset disabilities).
- ***Protection and Advocacy for user of Assistive Technology (PAAT)*** assists with those who may benefit from assistive technology devices and services.
- ***HIV/AIDS Advocacy Program (HAAP)*** assist with those people living with HIV and AIDS in Michigan.
- ***Client Assistance Program*** assists people who are seeking or receiving services from Michigan Rehabilitations Services. Consumer choice Programs, Michigan Commission for the blind, Centers for Independent Living and Support Employment and Transition Programs.

An important part of support for those families is transition. Transition is a simple concept in three major parts (Kirk, 2003):

1. To assist every student and his or her family to think about goals for life after high school and develop a long range plan for reaching those goals.

2. Make sure the high school experience ensures that the student gains the skills needed to achieve his or her goals for the future.
3. Identify and link students and families to support services and programs before the student leaves the school system.

Transition is:

- Focusing on the individual
- Providing an educational foundation that focuses on outcomes
- Communication
- Helping students, parents , ourselves and others
- Collaboration
- Operating in an atmosphere that is non-threatening and fosters communication and planning
- People working together and sharing information, ideas, and resources
- The opportunity to discover the potential of others
- A way of thinking-remember to think outside the box.

Transition planning should help the student to plan and make meaningful choice and have realistic outcome. To the fullest extent possible all people should have the same life outcome opportunities. The parent's responsibilities for transition consist of the following (Kirk, 2003):

- Support the student-remember parents are the only members of the transition team besides the student who are constantly involved in the student's lives over time
- Provide information concerning the strengths and areas of concern for the student
- Help focus goals that will influence the student's life after completion of school
- Be knowledgeable of community/family supports
- Before IEP/Transition Meeting make a list of everything you want to discuss
- Design activities at home to help you child practice skills that will help with the transition into adulthood
- Encourage the student to be as independent as possible at home and in the community

- Complete the responsibilities assigned to you on the transition plan
- Join advocacy groups, share experiences, ask for help if needed and offer help to other parents.

III. Inclusive Academic Instruction

Teaching a variety of levels in the inclusive classroom can be a difficult task.

However, with the proper planning and support, successful multi-level instruction is possible. Multiple intelligences and learning styles must also be considered when planning instruction. Here a sample narrative of inclusive academic instruction in the high school classroom:

Introduction to Government Multi-Level Instruction

Currently, I teach an Introduction to Government class to 9-12 grade students. The students have a variety of special needs, including learning disabilities, autism, cognitive impairments, and physical impairments. I am definitely teaching a variety of levels in my class. To incorporate multi-level instruction in my class, I teach concepts of government and evaluate students at different levels, according to Bloom's Taxonomy (Peterson, 2003). Students with cognitive impairments are expected to understand basic facts and concepts, while other students with higher academic abilities are expected to demonstrate knowledge through synthesizing information and applying it in a variety of mediums. Some strategies for multi-level teaching I use in my class include dramatic role play of historical events (Peterson, 2003). For example, when we studied the Revolutionary War, students acted out the relationship between the colonists and the king of England. Students with linguistic abilities wrote the script, while students with interpersonal skills acted the skit out. Another strategy I use in multi-level teaching is

allowing students to write songs, poems, and create dances to reflect their learning. This strategy helps to meet the needs of linguistic, musical, and kinesthetic learners.

During cooperative group experiences, I create groups of “differing abilities” to work together in order to provide an environment for scaffolding to take place (Peterson, 2003). I also encourage choral, partner, and jigsaw reading experiences to promote scaffolding experiences in my classroom. I also provide a variety of evaluation assignments to meet the needs of the multiple intelligences in my classroom. For example, my student with autism works well on the computer, so I allow him to demonstrate his knowledge through computer generated drawing or typed documents. However, my student with a cognitive impairment has trouble writing and drawing, however she has well-developed verbal skills, so I allow her to give an oral presentation to demonstrate her knowledge. Students are allowed to choose from a variety of options when completing a project. Students may choose any of the following mediums in order to demonstrate their knowledge. Written documents are available for linguistic learners. Songs are available for musical learners. Reflective journal assignments are available for students with intrapersonal skills. Acting out skits and dances in a cooperative group are available for students with interpersonal and spatial skills as well as students who learn best through kinesthetic activities. Conducting studies to demonstrate costs and statistics related to a particular government topic is available for logical and naturalistic thinkers.

In my classroom, I also pay particular attention to the variety of learning styles that exist in my room. I realize different students respond to different environmental stimuli, so I create workspaces with dim light as well as bright light to provide choices

for students. Allowing students to make choice regarding their preferred environmental conditions increases class productivity. I also realize students have different emotional learning styles, so I allow students who need frequent breaks to take them when needed. During guided practice activities, I allow students to work with a partner or alone in order to appeal to those students who work better with others or alone, in order to meet their personal sociological needs. Some students need to work with weights periodically in the classroom to heighten their alertness to in class. For the students with this particular physical learning style, I provide medicine balls and hand weights to be used during whole group instruction. Finally to meet the needs of students' psychological learning styles, I allow students who are reflective to journal in class when needed. For students with very impulsive learning styles, I encourage them to work with students who are more reflective, who can model reflective thinking for the impulsive students. I do my best to incorporate students of all academic levels and learning styles in my class.

In a multi-level high school classroom, the teacher must develop a variety of learning activities to meet the needs of the multiple intelligences and learning styles of all the students. Here is an example of a variety of learning activities centered on two main objectives:

Learning Activities for Introduction to Government

Topic: Major Amendments of the Constitution

Objectives/Multilevel learning goals:

- *Students will be able to identify major amendments to the Constitution.*
 - *Students with lower academic abilities: recall facts/basic concepts*
 - *Students with higher academic abilities: analyze/apply information*
- *Students will be able to demonstrate their knowledge of the major amendments.*
 - *Options:*
 - *Depict a visual representation for 4 amendments.*

- *Act out the events of the installation and removal of the Prohibition amendment*
- *Describe the poll tax and why it was unjust in a paper*
- *Interview members of the class if they think any amendments should be changed and create a statistical graph to depict your results*
- *Write a speech about which amendment you believe is most important*
- *Compose a song to reflect the meaning of the major amendments*

Materials:

- *Project Pass #6 Major Amendments Reading Packets*
- *Paper*
- *Markers/Colored Pencils/Crayons*

Procedure/Learning Activities:

- 1.) *Identify objectives to the class.*
- 2.) *Read Project Pass #6 Major Amendments Reading Packet chorally.*
- 3.) *Teacher writes key concepts from the reading on the board.*
- 4.) *The amendment projects will be introduced. The students may choose from several options, including:*
 - *Depict a visual representation for 4 amendments.*
 - *Act out the events of the installation and removal of the Prohibition amendment*
 - *Describe the poll tax and why it was unjust in a paper*
 - *Interview members of the community asking them if they think any amendments should be changed and create a statistical graph to depict your results*
 - *Compose a song to reflect the meaning of the major amendments*
- 5.) *Students may use to complete the project alone or with others. Students will be given time in class to complete the assignments.*

Evaluation Strategies:

- *Students with higher academic abilities will be evaluated based on grammar, word choice, and ability to demonstrate analytical and application skills.*
- *Students with mild impairments will be evaluated on their ability to recall facts and understand basic concepts.*
- *Students with severe impairments will be evaluated on their ability to participate*

Each of the projects are tailored to one or more of the multiple intelligences:

- *Depict a visual representation for 4 amendments.*
 - *Spatial*
- *Act out the events of the installation and removal of the Prohibition amendment*
 - *Bodily-Kinesthetic, Linguistic*
- *Describe the poll tax and why it was unjust in a paper*

- Linguistic
- Interview members in the community asking them if they think any amendments should be changed and create a statistical graph to depict your results
 - Logical, Spatial, Naturalistic
- Compose a song and dance to reflect the meaning of the major amendments
 - Bodily-kinesthetic, Linguistic, Musical
- Complete assignments in a group
 - Interpersonal
- Completes assignments independently
 - Intrapersonal

In order to meet the needs of the diverse learning styles in my classroom, I need to create “conditions that are conducive to diverse student learning” (Peterson, 2003). Allowing students to have access to monitoring those conditions increases productivity and student motivation.

Here are some examples of how I allow students to monitor their classroom environment to suit their individual needs:

Environmental Stimuli:

- Students are allowed to wear coats if they find the room chilly.
- Students may sit near a lamp or in a dimly lit corner of the room.
- Students may sit in chairs, bean bags, or on the floor.

Emotional Stimuli:

- Students may take frequent breaks if necessary.
- Students may choose from several different projects in order to create an assignment.

Sociological Stimuli:

- Students have the option to work alone or in a group

Physical Stimuli:

- Students may sit on large rubber balls when working to create constant movement
- Students may listen to music when working independently
- Student may have time for a small snack and drink during class.

Psychological stimuli:

- Teacher gives more details and examples to students who request it.
- Teacher assist students in setting goals for themselves.
- Teacher creates opportunities for reflective experiences as well as fast paced quick games.

Collaborating professionals are also a crucial component to executing successful academic instruction. For example, the Introduction to Government lesson will benefit greatly from support from collaborating professionals:

- *Occupational Therapist:*
 - *Works with students with fine motor skills deficits along side their peers during writing activities.*
- *Special Education Teacher:*
 - *Co-teaches major amendments with general education teacher*
 - *Creates graphic organizers on board*
 - *Assists in devising groups during project work time to encourage scaffolding*
 - *Monitors group interaction of multi-level groups*
- *Speech Pathologist:*
 - *Assists students with speech and language problems to create speeches and skit dialogues with peers*
- *Social Worker:*
 - *Circulates during project activity time and facilitates positive interactions between students with behavioral impairments and their group members.*
- *Physical Therapist:*
 - *Assists students with gross motor deficits during project activity time in the dancing and acting projects if needed.*

These projects are multi-level because they allow students to participate at different academic levels. Students with lower academic abilities work on recalling facts and basic concepts regarding major amendments, while students with higher academic abilities work on analyzing and applying information. Students with higher academic abilities will be evaluated based on grammar, word choice, and ability to demonstrate analytical and application skills. Students with mild impairments will be evaluated on their ability to recall facts and understand basic concepts. Students with severe impairments will be evaluated on their ability to participate.

IV. Social-Emotional Elements

Fully including students with disabilities as social members of a classroom community has several major challenges and needs. One major challenge is breaking down the stereotype of a “normal” classroom. Most teachers and parents were taught in a one-level classroom, so they are not familiar with the system of multi-level teaching. In a single level classroom, all students are expected to comprehend the same material and learn at the same rate. Students who perform too low are filtered out into another program for delayed learners, while children who perform too high are filtered out into a gifted program. Teaching in a multi-level classroom can be intimidating to some teachers. In fact, few teachers are prepared in college to design and operate an inclusive classroom. In response to this challenge, I see a great need for change in teacher preparation programs. Teacher certification should require credits in inclusive education. If teachers are introduced to inclusive teaching in their early and ongoing training they may feel more confident and supportive when operating an inclusive classroom. Once teachers set the tone, students will follow in accepting students with disabilities as social members of their classrooms.

Another major challenge to inclusion is the lack of assistive technology in the general education classroom. Teachers are simply not familiar with how to implement and operate assistive technology. Children with disabilities can benefit greatly from assistive technology, and the use of assistive technology can make the inclusive environment more beneficial for all students. In response to this challenge, I see a need for more teaching training involving assistive technology. Students without disabilities

may have difficulty working with and communicating with students who have disabilities. Assistive technology helps to bridge this gap between students.

Finally, students with severe disabilities may have difficulty being fully included as a social member of a classroom community because students without disabilities are not sure how to approach students with severe disabilities. In response to this challenge, I see a need for information and modeling. Students without disabilities need to have information about the disabilities in order to understand how to best understand and interact with the students with severe disabilities. Teachers also need to model interaction strategies for students. For example, some students with severe disabilities may use a communication board and need wait time to respond to others. If other students understand that students with severe disabilities need additional time to respond, they will know to wait for a response from their peers with severe disabilities rather than walk away or end a conversation when the peer does not respond immediately.

Students with behavioral problems can have a difficult time assimilating into the general education classroom. However with positive behavior support plans, students with emotional and behavioral problems can be fully included successfully into the general education. For example, here is a sample narrative of Kevin, a student with autism, and his positive behavioral support plan:

Behavior: When class schedule changes, Kevin gets upset and stands in the middle of the room repeating things to himself.

Why is this student acting this way?

Kevin does not respond well to changes in his schedule. He thrives on routine and structure.

Which needs are not being met that may impact on behavior?

His needs of security and personal expectations are not being met.

What is the student saying through his / her behaviors?

Kevin is communicating his anxiety and distress about the disruption within his daily routine.

Strategies:

- *Kevin's teacher needs to give Kevin advance warning of schedule changes at least a day in advance to increase his sense of security and routine.*
- *The social worker needs to work with Kevin about how to deal with sudden changes that do not allow for advance warning. Kevin needs to talk about how he feels about schedule changes, and the social worker can help him develop procedures to deal with schedule changes. Together they may create visual reminders to hang in the classroom. The visual reminders may include a list of things to do if the schedule changes. Kevin thrives on routine and procedure, so if a procedure is created to deal with change, Kevin may be more successful in transitions.*

Behavior: *Kevin often fights with his friends when he is upset.*

Why is this student acting this way?

Kevin does not know how to communicate his feelings of sadness and disappointment to his friends, so he fights with them in order to push them away. He may also be acting this way because he prefers to be left alone when he is upset.

Which needs are not being met that may impact on behavior?

Kevin is not feeling understood by his friends and is displaying his need to learn better coping skills to deal with others. He may also be expressing his need for time by himself.

What is the student saying through his / her behaviors?

Kevin is trying to communicate his feelings of sadness and disappointment, but does not know the proper way to express himself. He may be communicating his need to have quiet time by himself.

Strategies:

- *Kevin's teacher needs to provide a quiet place in the room for Kevin to go when he is upset, in order to meet his need to spend time alone if necessary. The teacher needs to make Kevin aware of this procedure, so he can go to the quiet place when he becomes upset. Kevin thrives on routine. This procedure can simply be incorporated into his list of routines.*
- *The social worker can work with Kevin to improve his social relationships with his friends. She/he may come into the room to help facilitate positive interaction between Kevin and his friends. She/he can help Kevin to talk about his feelings and develop strategies to use when he is upset. Together, Kevin and the social worker can come up with alternatives to fighting. This support can help meet Kevin's need to develop coping skills.*

The speech and language pathologist can work with Kevin within the classroom to develop his pragmatic skills. The SLP can also support Kevin in his discussion with his friends and help him use the proper language to communicate his feelings and needs. This support can help to meet Kevin's communication need. Improving his ability to communicate will also improve his social relationships.

V. Classroom Design

The classroom should reflect the “universal design” of the school (Connell et al., 1997). Its doors should be wheelchair accessible and students should sit at tables, rather than desks, to permit universal accessibility. The tables should be arranged in learning groups rather than rows; the tables, further, should be arranged so as to permit large aisle ways through which wheelchairs or walkers may travel. Computers, if available should also be universally accessible. The teacher’s desk should not be the focus of the room but off to the side.

The atmosphere of the room should be equally welcoming. Students will have distinct work spaces, but will be reminded that no one seat “belongs” to a specific student. The teacher should likewise welcome students to use his /her desk and computer. The walls should be covered with student work that reflects the ability levels of all students and should not merely pay tribute to the “perfect” assignments.

Finally, the resources of the classroom should accommodate learners of varying abilities. Different ability books should line the shelves. Assistive technology devices such as talking computer software, speech to text software, sound amplification devices, FM receivers and visual magnification devices should be made available as needed. Each classroom should also be equipped with a television, VCR, computer and overhead. An example of classroom design can be found in Appendix B.

VI. Assistive Technology

There is great potential for assistive technology in the general education classroom for the special needs student. There are many opportunities for academic achievement in written expression, reading, mathematics, and spelling; improving organization; and fostering social acceptance. It helps to stifle frustration for those LD (learning disabled) students who have trouble writing (MacArthur, 1996). Students are more successful when they have an opportunity to accommodate for writing challenges.

As defined by IDEA (individuals with disability act) an assistive technology device is “any piece of equipment or product system...that is used to increase, maintain, or improve functional capabilities of individuals with disabilities” [part A, Sec. 602(1)].

ASSISTIVE TECHNOLOGY SERVICE- The term assistive technology service means any service that directly assists a child with a disability in the selection acquisition, or of a use of an assistive technology device, such term includes-

- (A) the evaluation of the needs of such child, including a functional evaluation of the child in the child’s customary environment;
- (B) Purchasing, leasing or otherwise, providing for the acquisition of assistive technology device by such child.
- (C) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
- (D) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (E) Training or technical assistance for such child, or where appropriate, the family of such child; and

(F) Training or technical assistance for professionals (including individuals providing education and rehabilitation services to employ, or are otherwise substantially innovated in the major life functions of such child.

Assistive technology serves two purposes (Lewis, 1998):

- Augment an individual's strength, thereby counterbalancing the effects of the disability
- To provide alternative mode of performing a task, thus the use of technology allows students to compensate for their disabilities or circumvent entirely.

For special needs students assistive technology can be an assistive tool replacing an ability that is either missing or impaired. It provides support needed to accomplish a task.

McAther and Graham (1987) found no differences in the number or type of revisions students made with the word processor compared with using paper and pencil. In studies it was found that students with special needs spend more time writing and revising when they use computers than when writing by hand. MacAther, Graham, and Schwartz (1991) showed that when computers are combined with effective instruction in revision, word processing could yield benefits for students with written language disabilities. Computers make it easier for students to record ideas, edit them and publish.

Using technology fosters belonging and interactive participation in the general education classroom for special needs students (Bryant & Bryant, 1998). Technology increases the frequency of assignment completion and contributes to improved motivation (Bahr, Nelson, and VanMeter, 1996). It supports the basic objectives for inclusive education:

- A sense of belonging to a group
- Shared activities with individual outcomes
- Balanced educational experience

Why consider Assistive Technology?

1. Students often show increase and motivation when they get to sit at a computer station, especially students with attention issues.
2. Computers don't usually give negative comments, criticize or provide straight failure feedback.
3. Computers are tools that can take away students some of our student's weaknesses and make them more competitive.
4. Computers can be a great equalizer, when it comes to writing that composition or doing a research project.
5. Computers are not the only solution and often there need to be other supports as part of an effective education plan.
6. Students are unique in their pattern of strengths and weaknesses, interest, learning style, and what works and does not work for them.

VII. Support and Collaboration

In the inclusive classroom, the role of the support staff is to support the children with special needs in a general education classroom. Support staff in my school includes: Special Educators, Social Worker, Speech and Language Pathologist, Occupational Therapist, and Physical Therapist.

- Special educators can support children with special needs in the general education classroom through consultation or through collaborative teaching. Special educators can consult with general education teachers regarding accommodations, modifications, and instructional strategies needed to support the education of students with special needs. Special educators can also assist in collaborative teaching with the general educator. Special educators may work with the class as whole, as long as the needs of the children with special needs are met.
- Social workers can work individually with students, consult with teachers, and also provide in-class support. Social workers can work individually with students for needed individual counseling sessions. Social workers can also consult with general education teachers to provide behavior intervention strategies and provide necessary case history information. Social workers can also facilitate in-class group therapy and whole class lessons on self-esteem and pro-social behavior.
- Speech and language pathologists (SLP) can work individually with students, consult with teachers, and also provide in-class support. SLPs can work individually with students in the classroom. SLPs can consult with general education teachers concerning instructional strategies to meet the needs of students with speech and language impairments. SLPs can also provide in-class support of students with

speech and language impairments through small group or whole class language development instruction.

- Occupational therapists (OT) can work individually with students, consult with teachers, and also provide in-class support. OTs can work one-on-one with students in the classroom to develop and maintain fine motor coordination necessary to complete daily tasks. OTs can consult with teachers to provide instructional strategies to increase student productivity and recommend adaptations and modifications to address the physical aspects of classroom learning. OTs can also provide small group and whole class fine motor development instruction.
- Physical therapists (PT) can work individually with students, consult with teachers, and also provide in-class support. PTs can work one-on-one with students in the classroom to develop and maintain gross motor skills necessary to complete daily activities. PTs can consult with teachers to provide instructional strategies to increase student productivity and recommend adaptations and modifications to address the physical aspects of classroom learning. PTs can also provide small group and whole class gross motor development instruction, preferably in a physical education setting.

This selection of specialists is the support team. The team is created to deal with problems and special needs of the students. The support team meets weekly, and in these meetings the team discusses the needs of the students. At these meetings, general education teachers and specialists schedule time to work collectively in the classroom with students. The support team believes that community building in the school is an important component to the educational experience. The support team helps to build peer relationships among children so that they can help one another by developing groups such peer partners, and conflict resolution classes. They also devise ways to give the students choices and responsibilities, for example like letting students go to the bathroom on their own rather than as a group. The team of specialists will discuss the academic challenges of a student with special needs. They will talk about ways to make sure that the student is given the best chance to succeed in the inclusive classroom.

Here is a narrative of two collaborating professional working together in an inclusive classroom during one class period:

During a 7th grade Language Arts class, Fred, a student with mental retardation, sits in the front row while Mrs. Travis, the general education Language Arts teacher, and Miss Kerby, a special education teacher, co-teach a lesson about the play Our Town. As Mrs. Travis, reviews the cast of characters, Miss Kerby cues the video of Our Town. The objective of today's lesson is to compare and contrast 2 characters from the play. After Mrs. Travis finishes her review of the cast of characters, Miss Kerby gives directions to the class to look at the expressions of the characters faces, watch their actions, and listen to their words. The class watches a 10 minute video clip that features several characters interacting in a graveyard scene. At certain points, Miss Kerby pauses the video and focuses the students' attention the facial expressions and body language of the cast of characters.

After the video clip is finished, Mrs. Travis explains the assignment to the class. The students will compare and contrast any two characters they choose. They must include 4 differences and 4 similarities of the 2 chose characters. Then, Miss Kerby explains to the class that they may complete the assignment in several different ways. They may work in groups or alone. The finished product may be a narrative, a graphic organizer, an illustration, or may be acted out. After addressing the class, students begin to divide themselves into groups while others begin to work independently.

Fred is a very quiet, but personable student. Other students enjoy working with him because he is cooperative and hard working. Fred is also known to be a talented artist. Soon, two students approach Fred and ask him to be in their group. He accepts their invitation happily. Mrs. Travis begins to circulate the room asking students what medium they have chosen for their assignment. Miss Kerby also begins to circulate and stops to talk with Fred's group first. She facilitates a conversation between Fred and his group members. She helps them to narrow down the ideas to illustration or graphic organizer, two mediums in which Fred can be fully included. The group decides to do a Venn Diagram accompanied with illustrations. Miss Kerby and Mrs. Travis continue to circulate the room answering student questions and giving direction when needed. Miss Kerby checks in with Fred's group regularly to make sure Fred is actively participating and sharing ideas.

At the end of the hour, the groups are asked by Mrs. Travis to present their works in progress to the class. Miss Kerby adds that each member must make a comment about the work they have completed so far. Each student or group takes a turn explaining the work they have completed so far. Mrs. Travis and Miss Kerby both make positive comments about each group's work. When it is time for Fred's group to present, Fred comments about his drawing and what each drawing means. The other members in his group explain that each drawing represents a characteristic of the characters in the play.

The class concludes as the bell rings and both teachers walk to the door and congratulate students about their work as the students exit the room.

Here is a sample narrative of a day in the life of two support members:

Two support staff members who work with Fred are Miss Kerby, a special education teacher and Miss Page, a social worker. Fred is a 7th grade student with mental retardation. He is included fully in the general education classroom. Miss Kerby, the special education teacher, supports Fred in the majority of his academic classes. Miss Page works with Fred to support his social development.

During 1st period, Fred attends physical education class. He does not require any academic assistance in physical education class, but sometimes has difficulty participating in team sport activities. Miss Page visits this class and works with Fred's basketball team. She interacts with them as they practice shooting hoops and facilitates positive interaction between Fred and his teammates. She talks with them about including everyone and working together as team. Fred is beginning to form friendships and learning how to initiate positive conversations with his peers.

During 2nd period, Fred has Art class. Miss Page stops in to check that he is relating with other students as he works as a community art table. During 3rd period, Miss Kerby works with Fred and other 7th grade students during Language Arts class. She team teaches with Mrs. Travis and provides multi-level activities to accommodate the learning styles of all the students in the class. Miss Kerby also makes sure to support heterogeneous grouping during group activities.

During 4th period, Fred has lunch. Miss Page pops her head into the lunchroom to check that Fred is sitting with a group of his peers and interacting with them. During 5th period, Fred has typing class. His teacher Mr. Bain contacts Miss Kerby as needed. However, he is impressed with Fred's progress and only modifies assignments occasionally. During 5th Hour, Miss Kerby supports Fred and other students with special

needs in the 7th grade math class. She co-teaches with Mrs. Levy and does frequent demonstrations solving problems with the use of manipulatives or other non-traditional methods. Miss Kerby modifies assignments for the students with special needs according to their skill levels, but promotes heterogeneous grouping. Sometimes Miss Kerby may modify the number of problems Fred needs to complete. Other times, Miss Kerby breaks does complex concepts into more basic steps to accommodate Fred's mathematical abilities.

During 6th hour, Fred attends a community service class led by Mrs. Sale. Miss Page is an integral part of the group and attends many of the service projects with the students. Miss Page has created a circle of friends that includes Fred. During community service projects, students work together to clean up areas around the school and local community. Miss Page often talks to the students about how helping others improves their self-esteem. She also talks about how it builds community among the group. Fred has two close friends in the group who also play with him regularly after school.

During 8th period, Fred has 7th grade Science class. Miss Kerby co-teaches the class with Mr. Rose. Miss Kerby displays a variety of visual aids and graphic organizers to the entire class. This support helps Fred and other students with special needs take more concise notes. Mr. Rose and Miss Kerby also collaborate to develop a variety of hands-on activities to help all students to discover scientific concepts in class. Miss Kerby often modifies reading assignments for Fred using basic words and vocabulary to explain the scientific concept. As in all classes, Miss Kerby also ensures that all groups are heterogeneous during lab and other group activities.

Miss Kerby and Miss Page work together to support Fred in his classes and social environment. Their goal is to support Fred in his success in the general education classroom. Their job is to ensure that Fred is fully included with the proper supports.

A special education teacher in an inclusive school has a great deal of tasks to coordinate. Here an example of a special education teacher's caseload and schedule (Peterson, 2001):

Teacher: Valeria Clarke

Caseload (# and types of students): **Total students on caseload: 16**

6th Graders: 6 7th Graders: 6 8th Graders: 4

Students with Learning Disabilities in Reading: three 7th graders and two 8th graders

Students with Cognitively Impairments: two 6th graders and two 8th graders

Students with Learning Disabilities in Math: three 6th graders and two 7th graders

Students with Autism: one 6th grader and one 7th grader

Grade level (s) / subject(s): **Grades 6-8/Math/Language Arts/ Science**

General education teachers (#, grade level/subjects): **Total general education teachers: 6**

-8th Grade Language Arts Teacher -8th Grade Math/Science Teacher

-7th Grade Language Arts Teacher -7th Grade Math/Science Teacher

-6th Grade Language Arts Teacher -6th Grade Math/Science Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Collaborative planning Language Arts 7 th Grade	Language Arts 8 th Grade	Language Arts 8 th Grade	Language Arts 8 th Grade	Language Arts 8 th Grade
9:00	Language Arts 7 th Grade	Collaborative planning Language Arts 8 th Grade	Language Arts 7 th Grade	Language Arts 7 th Grade	Language Arts 7 th Grade
10:00	Language Arts 6 th Grade	Language Arts 6 th Grade	Collaborative planning Math/ Science	Language Arts 6 th Grade	Language Arts 6 th Grade

			6 th Grade		
11:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00	Math 6 th Grade	Math 6 th Grade	Math 6 th Grade	Collaborative planning Language Arts 6 th grade	Math 6 th Grade
1:00	Math 7 th grade	Math 7 th grade	Math 7 th grade	Math 7 th grade	Collaborative planning Math/ Science 8 th Grade
2:00	Math 8th Grade	Math 8th Grade	Math 8th Grade	Math 8th Grade	Collaborativ e planning Math/ Science 7th Grade
3:00	Science 6th Grade	Science 7th Grade	Science 8th Grade	Science 6th Grade	Science 7th Grade

Key Considerations in Scheduling
Support in General Education Classes

- The primary consideration for support is identifying the needs of the students.
- Students with learning disabilities will need support in subjects that involve their academic deficits. Students with learning disabilities in reading will need help in Language Arts as well as Science because both involve an emphasis in reading.
- Students with learning disabilities in math will need support in Math and Science classes because both usually involve problem solving and mathematical skills.
- Students with cognitive impairments will usually need support in all subject areas according to their individual skill levels.
- Students with autism will usually need support in all subject areas according to their individual abilities.
- Scheduling planning time with each general ed. teacher is key to successful collaborative support.
- Being considerate of the general ed. teacher's time schedule is another key consideration
- Support in the 8th Grade Language Arts class is necessary because two 8th

graders have learning disabilities in reading and two 8th graders have cognitive impairments.

- Support in the 7th Grade Language Arts class is necessary because three 7th have learning disabilities in reading and one 7th grader has autism.
- Support in the 6th Grade Language Arts class is necessary because two 6th graders have cognitive impairments and one 6th grader has autism.
- Support in the 8th Grade Math class is necessary because two 8th graders have cognitive impairments.
- Support in the 7th Grade Math class is necessary because two 7th graders have learning disabilities in math and one 7th grader has autism.
- Support in the 6th Grade Math class is necessary because three 6th graders students have learning disabilities in math, two 6th graders have cognitive impairments, and one 6th grader has autism.
- Support in the 8th Grade Science class is necessary because two 8th graders have learning disabilities in reading and two 8th graders have cognitive impairments.
- Support in the 7th Grade Science class is necessary because three 7th graders with learning disabilities in reading, two 7th graders with learning disabilities in math, and one 7th grader with autism.
- Support in the 6th Grade Science class is necessary because three 6th graders students have learning disabilities in math, two 6th graders have cognitive impairments, and one 6th grader has autism.
- More support in 6th and 7th grade Science than in 8th grade Science is scheduled because there are more students with special needs in 6th and 7th grade Science classes than in 8th grade Science class.

VIII. Strategies for Inclusion

A well-run inclusive classroom includes all students and celebrates the strengths and talents of each individual student. An inclusive classroom should also have a strong sense of community, so all students feel a sense of ownership and comfort in their classroom. Some strategies to develop relationships within the inclusive classroom include:

- ✚ **Sharing**-Teachers should encourage sharing in an inclusive classroom to help build community. Part of the daily routine of the classroom should include time to share “hopes, dreams, joys, fears, challenges and sometimes hurt grief and pain” (Peterson, 2003). Each day sharing time provides students with an outlet to notify and express their feelings and personal news with their teacher and peers. This sharing time helps to create a sense of trust and acceptance among the members of the class.

- ✚ **Allowing Students to Make Choices**-Another strategy used to build community is to allow students to make choices about their learning and classroom environment. Inclusive classrooms are student-centered, not teacher centered. An inclusive teacher manages the classroom, rather than rules it. A student-centered classroom values the opinions and preferences of the students. For example, teachers may ask students what topics they enjoy learning about, and then the teacher incorporates those topics into the curriculum. Teachers should also encourage students to set daily and weekly

goals for themselves (Peterson, 2003). Students may have priorities as to what they wish to accomplish behaviorally as well as academically. Students are more motivated to complete goals they have developed themselves rather than goals given to them by teachers.

- ✚ **Community Building Games-** Cooperative games are also a great way to build community. These games are non-competitive and focus on building relationships. Mara Sapon-Shevin (1999) developed several community building games including: tug of peace, hug tag, and cooperative musical chairs. The games encourage kids to work together rather than competing against each other. Incorporating these games into the inclusive classroom several times a week can help build community among the students

- ✚ **Multilevel Cooperative Learning-**“Working together helps students accomplish tasks they could not do alone” (Peterson, 2003). Multilevel cooperative learning allows students to work together while recognizing each other’s strengths and capabilities. Teachers should create multilevel cooperative learning opportunities for all students. Students should rotate after the completion of each project, so that they can have learning experiences with a variety of students in the class. This type of learning allows students to recognize their own talents as well as the talents of others. Working together towards a common goal helps to build a sense of community among the students in an inclusive classroom.

✚ **Communicating Respectfully**-In order for students to feel included as social members of their classroom, they need to feel respected by the teacher and other class members. Teachers must treat all students with respect and communicate that respect through actions and words. When a teacher models respect toward students, the students will reciprocate that respect and also demonstrate respectful words and actions towards each other. Some students may belong to households that do not use respectful language and actions regularly. These students need to be taught the proper language and actions in order to show respect in the classrooms. In some cases, visual reminders may be helpful for these students. Cartoons using respectful language or signs with words like “thank you” and “your welcome” will help to foster the use of respectful language and actions in the classroom community.

Strategies also need to be developed for students’ curricular needs. A teacher must identify strengths and weaknesses in order to identify necessary curricular supports. For example, here is a narrative of several strategies used to include Juanita, a deaf student:

Juanita’s special needs must be addressed to the entire class. The teacher needs to address the class and let them know that Juanita communicates best through written word and through sign language. The class should be encouraged to learn sign language. During lectures, the teacher should make frequent notes on the board. All assignments should be posted legibly in writing. Juanita may benefit from the teacher using a laptop and projector during presentations. The teacher can simply scroll

through the lecture notes as it is presented. The teacher may also present Juanita with a copy of the lecture prior to its presentation, so she is familiar with the material during the presentation. The teacher also should try to present new vocabulary in advance. Visual aids are also a great help to Juanita. Since vision is Juanita's primary channel to receive information, a teaching aid that she can see may help her understand this information. Teachers should make full use of chalkboards, overhead projectors, films, diagrams, charts, etc.

Communication boards may also assist in Juanita's communication with teachers and students. Students can respond to Juanita's questions and comments by writing notes to her, attempting sign language, or attempting to allow Juanita to read their lips. Teachers and students must realize that it is important to have the Juanita's attention before speaking to her. Juanita cannot hear the usual call to attention. The teacher may need signal her with a tap her on the shoulder or wave. Teachers and students need to be considerate of Juanita. They need to try to maintain eye contact her during conversation. Eye contact establishes the feeling of direct communication. Even in the presence of the interpreter, the teacher and students should try to communicate directly to her. Juanita can then turn to the interpreter as needed. Students and teachers need to be aware they need to face Juanita when speaking because turning their heads makes lip-reading more difficult. The teacher should also try to avoid unnecessary pacing and speaking while writing at the chalkboard. It is difficult to lip-read a person in motion and impossible to read from behind. The teacher should write or draw on the chalkboard, then face the class and explain the work. The overhead projector is the preferred method to communicate information.

If Juanita does not appear to understand what the teachers or students are saying, they should try to rephrase a thought rather than repeating the same words. Some lip movements are very difficult for Juanita to lip-read. Juanita should also be seated to her best advantage. She should be allowed to choose her seat. When the interpreter is present, a brief outline would aid the interpreter and the student to follow the lecture. It is very helpful to Juanita to know in advance what will be studied next. The interpreter will then have a chance to read ahead and study vocabulary. Juanita should also be given extended time for testing.

Inclusion is beneficial for general education students as well special education students. In order for the special education students to benefit from inclusion, general and special education teachers must reflect meaningful on the students' goals and objectives to plan for adaptations and curricular modifications. For example, here are Juanita's goals and objectives:

Goal: Juanita will improve reading comprehension skills.

Objective #1: Juanita will identify the main idea of the selected passage

Objective #2: Juanita will retell or summarize the selected passage in her own words.

Goal: Juanita will improve writing skills.

Objective #1: The student will write a story with a beginning, middle, and end

Objective #2: student will write a clear message to the reader by including the who, what, when, where, and why in a logical order

Goal: Juanita will use simple communication boards and voice output devices participate in classroom activities and routines.

Objective #1: Juanita will be given the opportunity to increase the number of items she is able to choose from (i.e., all the work areas, all the children, several choices of activities within the work areas.)

Objective #2: Juanita will transition from voice output that represents whole ideas to mini-boards that combine agents-actions-objects

Goal: Juanita will initiate communication with her teachers regarding school work.

Objective #1: Juanita will email/write letters to her teachers on a weekly basis to ask questions regarding her class work

Objective #2: Juanita will use her planner and show it to her teachers daily to verify her understanding of assignments and due dates

After reviewing Juanita's goals and objectives, teachers can apply Juanita's objectives to the Curriculum Matrix below and identify when Juanita's goals and objects are being met during the course of a school day.

Curriculum Matrix

IEP at a Glance

(Peterson, 2001)

Student: Juanita Mercado

School: Phoenix Academy

IEP GOALS/Objective	SCHOOL DAY				
	Math	Language Arts	Phys. Ed.	Social Studies	Science
Juanita will improve reading comprehension skills.	X	X		X	X
Juanita will improve writing skills.		X		X	X
Juanita will use simple communication boards and voice output devices participate in classroom activities and routines.	X	X	X	X	X
Juanita will initiate communication with her teachers regarding school work.	X	X	X	X	X

Teachers also must identify when accommodations and support are needed throughout the school day. Below is an example of a chart teachers can use to organize and identify accommodations and supports needed throughout the school day.

**Student Daily Schedule
With Accommodations& Supports**
(Peterson, 2001)

Student: Juanita Mercado School: Phoenix Academy Grade: 7th

Time	Class/ subject/ activity	Supports, teaching approach, or adaptations
7:50	Come to school by bus	-Juanita uses communication board to communicate with bus driver and students. -Students/driver can respond through writing/attempting sign language/attempting to let Juanita lip read.
8:00-8:50	Math	-All math problems should be worked out on board/overhead. -Extended time for testing -Teacher should face student whenever talking and avoid pacing the room. -Juanita should be given a seat close to the front of the room with full view of the teacher, board, and overhead projector screen. -Juanita should exchange email addresses with the teacher and some other students in class. -All assignments and due dates for projects should be posted daily in a clearly visible location. -Teacher should present all important facts and information legibly on the board, overhead, or laptop projector. -Teacher should inform Juanita of the information that will be covered in class the following day, so Juanita can read ahead the night before if necessary. -Juanita uses communication board to communicate with teacher and students. -Students/teacher can respond through writing/attempting sign language/attempting to let Juanita lip-read.
9:00-9:50	Language Arts	-During this class each day, an interpreter will be available. Teacher should continue to face student whenever speaking. The student will only look to the

		<p>interpreter when needed.</p> <ul style="list-style-type: none"> -Interpreter should be given a copy of the lecture in advance. -Teacher should face student whenever talking and avoid pacing the room. -Extended time for testing -Juanita should be given a seat close to the front of the room with full view of the teacher, board, and overhead projector screen. -Juanita should exchange email addresses with the teacher and some other students in class. -All assignments and due dates for projects should be posted daily in a clearly visible location. -Teacher should present all important facts and information legibly on the board, overhead, or laptop projector. -Teacher should inform Juanita of the information that will be covered in class the following day, so Juanita can read ahead the night before if necessary. -Juanita uses communication board to communicate with teacher and students. -Students/teacher can respond through writing/attempting sign language/attempting to let Juanita lip-read.
10:00-10:50	Phys. Ed.	<ul style="list-style-type: none"> -Games and new physical movements should be communicated through demonstration. -Visual aids should be used whenever necessary. -Teacher should face student whenever talking and avoid pacing the room. -Juanita should exchange email addresses with the teacher and some other students in class. -Juanita uses communication board to communicate with teacher and students. -Students/teacher can respond through writing/attempting sign language/attempting to let Juanita lip-read
11:00-11:50	Lunch	<ul style="list-style-type: none"> -Juanita should exchange email addresses some other students at lunch. -Juanita uses communication board to communicate with teacher and students. -Students/teacher can respond through writing/attempting sign language/attempting to let Juanita lip-read
12:00-12:50	Social Studies	<ul style="list-style-type: none"> -Teacher should face student whenever talking and avoid pacing the room. -Juanita should be given a seat close to the front of

		<p>the room with full view of the teacher, board, and overhead projector screen.</p> <ul style="list-style-type: none"> -Extended time for testing -Juanita should exchange email addresses with the teacher and some other students in class. -All assignments and due dates for projects should be posted daily in a clearly visible location. -Teacher should present all important facts and information legibly on the board, overhead, or laptop projector. -Teacher should inform Juanita of the information that will be covered in class the following day, so Juanita can read ahead the night before if necessary. -Juanita uses communication board to communicate with teacher and students. -Students/teacher can respond through writing/attempting sign language/attempting to let Juanita lip read
1:00-1:50	Science	<ul style="list-style-type: none"> -Teacher should face student whenever talking and avoid pacing the room. -Extended time for testing -Juanita should be given a seat close to the front of the room with full view of the teacher, board, and overhead projector screen. -Juanita should exchange email addresses with the teacher and some other students in class. -All assignments and due dates for projects should be posted daily in a clearly visible location. -Teacher should present all important facts and information legibly on the board, overhead, or laptop projector. -Teacher should inform Juanita of the information that will be covered in class the following day, so Juanita can read ahead the night before if necessary. -Juanita uses communication board to communicate with teacher and students. -Students/teacher can respond through writing/attempting sign language/attempting to let Juanita lip read
2:00	Leaves by bus	<ul style="list-style-type: none"> -Juanita uses communication board to communicate with bus driver and students. -Students/driver can respond through writing/attempting sign language/attempting to let Juanita lip read
2:30-5:00	After school at home	<ul style="list-style-type: none"> -Juanita will email students and teachers on a regular basis to communicate about information presented in

		class and clarification regarding assignments and class projects. -Email will also be used as a social tool to communicate with peers.
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X. Appendix

Demeatrice Brooks
November 22, 2003

Observation of Inclusive class

Educators in any society tend to reflect the attitude and or philosophy of their society. The teachers I observed seem to have a poor perception of how to service their students. They appeared to be angry most of the time and were not happy to work in that environment. They were mean toward their students and they demean them often. I suppose they did this to maintain order in their class. I observed a high school inclusive classroom which host approximately 35 students. The class was not an inviting environment. However, the room was nicely decorated. There were pictures placed on the wall with educational slogans. Both disabled students as well as non disabled students occupied the room. In my opinion, the room was not organized well enough to met the needs of both the populations. The seating arrangement were in a standard row formation. There were four rows of chairs and the children were uncomfortable. For instance, I observed a large number of students moving around in their chairs, and making facial expressions which denote discomfort. I noticed a pair of students arguing about a space in the class that was located near the window. The space in the room was not used to make the learning environment a fun place to engage in learning. Furthermore, the attitude of each instructor seemingly didn't appreciate or support developing learning progression designed for diversity.

Effective collaboration and building community is an essential source of support for students to excel in any learning environment. However, in this case, both instructors fail

to cater the lessons to suit multiple- learning styles. One of the teachers serve as a model for the students while the other worked mostly with one population of students. The children were praised for their ability to respond appropriately to some of the facts or data that was being taught. Meanwhile, the other students sat and often become off- task. Other students, would act-out in an effort to gain the attention of one of the instructors. During such times the general ed teacher would confront the student and challenge their actions. Most of the time, the students were issued a referral and sent to the office for his/her conduct. These teachers needed more time to develop some strategies to approach their unique learning environment. Collaboration is important but, the parties involved should take the time to establish a rapport with each other and set some goals to meet the needs of all their students.

Both teachers occupied the same room but, there was minimal collaboration among them and their students. They had a mission or something they were trying to accomplish. However, these goals were not designed to honor multiple learning styles. For example, each child worked on the learning objectives in total isolation of his/her peers. During the time I spent in the class the teachers rarely allowed the students to work with each other or offer support of any kind to struggling peers. As a result, several students struggled to secure the objectives. Perhaps, if the teachers would have provided more opportunities for heterogeneous grouping of the children they would have had the support they needed to excel. There were several children who had completed the assignment before the class had ended, one of the instructors could have suggested that they scaffold the students who were struggling. They could have engaged in partner reading to assist the children who were struggling to finish the task.

During another lesson I observed, the teacher spent more time trying to discipline the children. Rather than teaching the lesson. Most of the children in this class are frustrated, mostly because their needs were not being met. This experience moved me deeply. I was alarmed but, not exactly surprised by the lack of community being promoted in the instructional design of the classroom. After observing this class on three different occasions, I hoped to see some improvement, yet this was not the case. The teachers were tenured and have been teaching for some time. Therefore, perhaps, they're set in their ways.

Inclusive learning environments for exceptional children in school systems have been found to benefit not only the unique learners but also the non-disabled children. But, for this to take place educators must welcome new pedagogy and try current learning progressions to foster learning. Neither of the teachers I observed welcome this notion. I would have liked to see Ms. M and Ms. J allows the students more time to help and work with each other. Moreover, instead of praising the efforts of a hand full of children; praise all of them and allow the children to support each other. For example, the students who were sent to the office could have teamed up with student Q to work toward ameliorating his/her deficits. It would have been encouraging seeing the students take more ownership for their learning and solving problems for themselves. Unfortunately, this was not the case, and most of the students failed as a result.

The insufficient use of community building principles has adversely affected the growth of their students. Both instructors will need to develop ideas which support teaching toward diversity. For example, they need to create options for their students and give them resources as well as, academic alternatives to ensure learning. They should

strongly consider implementing authentic learning lessons by which children work together; building on each other strengths as well as weaknesses. In addition, they should allow the students to scaffold or support each others learning styles.

The instructors of this inclusive classroom will need to reform their ideas and attitudes about working with both populations of students. Creating a student centered approach to learning and promoting community is essential for each child to improve. This will allow each student to function and grow as viable members in our diverse society. When this does happen it will foster the development for building a culture of diversity and respect for individual differences.

Valeria D. Clarke

Inclusive Classroom Observation

I had an opportunity to visit a suburban high school in Farmington Hills, Harrison High School. The population is quite diverse and it consisted of students who speak more than twenty- seven dialects. The area is an affluent area but due to transient lifestyles and lots of apartment complexes, Harrison has quite a large reduced lunch program. The special education staff consists of (6) teachers, which are predominantly male. I thought that it was an interesting fact because it is quite the opposite within the Detroit Public Schools.

Harrison serves the Learning Disabled population. As I entered the classrooms, they were very appealing to the eye. The rooms were large, and bright. The teachers co-teach but I only saw the regular education teacher, teaching the (2) classes that I had observed. The contact person had failed to inform the teachers that I was coming and they were not really prepared for me. As I entered the first classroom, the teacher acknowledged me rather reluctantly and never introduced me to the class. There was no conversation exchanged with me at all.

I had an opportunity to meet the Resource Teacher and the paraprofessional. The paraprofessional goes out in the community with the special education students and as a part of their IEP's they are placed in grocery chains (Meijers), banks, and floral shops; gaining valuable work experience. All of the students participate in the community-based partnership. I thought that it was a fantastic program because it actually prepares the students transitioning from high school to work.

Although the school has inclusion of (LD) students, I was not truly impressed. The teachers and the student population have not really experienced the full impact of inclusion of students who are truly academically challenged.

Inclusive Classroom Observation

I attended a high school (Mumford) that had an inclusion setting. The class was a regular education class with E.I (emotionally impaired) students in it. The class was located on the second floor and set up in a “U” formation. When I asked the instructor why was this class set up in such manner? She said that due to class size (which is very over the limits in most class periods) that it makes the most possible space for students to work on projects. The classroom had tables and not desks for students to work on. In this situation I feel that the students have no choice but to be courteous to their immediate surroundings. The lack of desk which makes a natural border in most cases because of the way that they are built (very confined and unyielding to movement required for producing art). When I first went into the classroom I wanted to see if I would be able to see (with my keen eye for noticing those who fall under the umbrella of the learning disabled.) The students sat and noisily waited for instruction from their teacher. The assignment was a continuation of painting assignment. The students began to work. I noticed that some of the students seemed to be a little more off task than the rest. These few students seemed to have trouble concentrating and staying on task. One student especially had trouble and seems to get very upset. The student was a young African-American male. He was very upset because he did not understand how to make his lines straight and look neat. The teacher had said that she often has to work with the student. She said that he gets easily upset when he feels his work is not as good as some students around the class. She said that she often uses the class seating situation with other

students to help him. She said she would have students that he gets along with help him with his projects and allow him to work at his own pace (This was part of her accommodations made for the student). She said that she did not want to hover over the special needs student to limit having the students being noticed or single out. I feel in the setting that I was seeing that this was a useful technique.

The Students that were alternative ed. ranged from LD (learning disabled) to E.I. (emotionally impaired). These were the students whom I saw often being very talkative and wanting to engage with other students, be it arguing, talking loud, or just staring of into space. The students in the class did not really seem to care in this instance because the students who were serious about doing the project shut –out the whole world and oblivious to many things. I notice that a couple of special needs students also feel into this mode. I know that this was just an example of students falling into learning styles, and the 8 multiple intelligences. The student's stimulant needs were being met and they were truly having an enjoyment in the learning. I thought that the regular education students who were in the class and seemed disinterested may have students who respond to another realm of intelligence. There were no major incidents that happened on this day. The class outside of being packed over capacity for an art class seemed to be average, with the exception of the extra needed attention need for some of the special needs students, which were covered by the teacher and other classmates. The class seemed to be on the verge of creating a community, but seemed to lack the knowledge of how to do so; I guess I am lucky to have learned this strategy in this course. I feel that if the teacher would have had some sort of training in the field of alternative education, the class would benefit much more and she would probably get more work from *ALL* her students.

Subject: Art

School: Mumford

Teacher: Mrs. Holly

1. How many alternative education students do you currently have?

I currently have over 20-35 alternative education students in my joined classes. In May cases they make up the bulk of my classes.

2. Why do you think that is situation?

When the administration is looking for a place to put most of these kids, they simply just fill all of the elective classes. Classes like music, art, computers etc.

3. Do you think it is because the administration feels that these students need stimulus?

No I feel that the only need being filled is by the teachers who do not want to deal with them and they (administration) feel that these classes are like fun time for students. Some students (special needs) that are in my class do want to be here and are really interested in art. There are others that they just put here because they have the teachers of main subjects (core curriculum) act like it too much of a burden to have to deal with students that have these disabilities and teach the regular Ed.

4. Have you had any experience/training with special needs students, like work shops etc.?

No not really?

5. Do you find yourself having to make many accommodations for the special needs students?

Yes I do. I mostly just let them take longer and do adjustments in my grade book to accommodate. I find that I do not have to do much with accommodation outside o of the instructional process.

6. Do you have any support in the class with these students?

No! Not at all!

7. Would like some?

Yes I would like some help considering the help they need and the over populated class size that I have.

8. Do you teaching these students frustrating?

Yes at times, but I know that a lot of the action they do is not their fault. I act accordingly.

Kerry Kerby

Oct. 20, 2003

Inclusive Classroom Observation: Andover High School Foods Class

I observed an inclusive Foods class at Andover High School. The class was multi-level including students in 9-12 grades. Students complete the majority of their assignments in the cooking lab in small groups. Four students with special needs were incorporated into the class. One student with autism and three students with mild cognitive impairments were spread out into several different groups to form heterogeneous cooking groups.

Students with disabilities are included by their groups to participate fully in lessons. A paraprofessional rotates throughout room during cooking time to assist groups in fully including students with disabilities. Students are encouraged to assist group members in completing assignments.

The room appeared to be student-centered. Student posters and illustrations were displayed throughout the room. Students helped choose recipes and menus. Students were given permission to alter recipes in order to explore culinary creativity. Recipes were given written, orally, and illustrated to meet the needs of a variety of learners. Student cooking journals are used weekly to reflect on cooking and group experiences. Students are encouraged to incorporate knowledge and talents into cooking experience.

The room was composed of comfortable cooking stations in U-shaped formation. Computer and internet experiences were incorporated into class assignments. Tables were available in an adjoining room for individual a small group time. Music was available while students worked. The atmosphere was appositve and productive.

INTERVIEW with Foods Teacher Mrs. Lange

When I interviewed Mrs. Lange, she began the interview by saying that she enjoyed her job. She reported that she takes a great deal of pride in making her instruction multi-level and inclusive. She admits when she first began teaching inclusively she had fears that the general ed. kids would be hindered by the kids with special needs. However, she was presently surprised to discover that the kids worked well together and learned from each other. Mrs. Lange also says that using a variety of learning activities has benefited the class as a whole, not just the kids with special needs.

INTERVIEW with Paraprofessional Mrs. Schultz

The first question I asked Mrs. Schultz was, "What is your job?" She replied by saying, "I'm here to make the kids as independent as possible and help them to work in harmony with each other." She made it clear that it was not simply the "special ed." kids who needed assistance. She often was a mediator between general education students. "All the students need help with social skills." she said. Mrs. Schultz also stated that she felt inclusion was the best situation for everyone involved.

What I learned from the Inclusive Observation

This observation was very meaningful to my inclusive education development. Seeing inclusion in action was very different than reading it from the book. Interviewing the teacher and paraprofessional gave me a better insight into the planning and motivation in an inclusive room. I must admit when I first heard about inclusion 5 years ago I was hesitant. However, now I am more of an advocate than ever!

Jabruan Riley

Oct. 20, 2003

Inclusive School Visit: McMichael Middle School

The class that I observed is an eighth grade Corrective Reading class in an inner-city middle school. The school's population is 545 and it has 99% poverty level since most of the students qualify for Free and Reduced Lunch Program offered by the federal government. The school's student population is 100% African American.

Based on my discussion with teacher, there is very little parent support and community involvement. The school is working to improve parent school relations and have employed a parent and community facilitator. Parents only come to the school if their children have been suspended.

The staff is diverse. Sixty percent of the staff is African American and forty percent are White. Few staff knows the community and they live elsewhere, and drive in and out daily. School rules prevent teachers from taking children into the neighborhood for learning. One principal is autocratic and makes the decision and policy concerns.

One teacher of the eight-grade class that I observed is a twenty-year veteran. She is often late for work, and she rarely writes lesson plans. Because she has taught for long, she believes she can teach "from the hip".

Her classroom was dark, gloomy and uninspiring. The desks were arranged in traditional rows and there was no student work displayed and also there were no charts or posters displayed which list both cognitive and affective accomplishments. The teacher did not have the daily objective written on the chalkboard and there was nothing written which indicated what the students were to do or accomplish.

One teacher briefly greeted the class and she told them to complete the assignment that they started the day before. The students started to complete some workbook pages. The teacher sat at her desk and took the attendance. After the teacher took the attendance, she continued to sit at her desk. She admonished students to complete the workbook assignment. She never left her desk and she never provided any instruction. The teacher did not model, demonstrate, show, explain or inspire. At the end of the period, the teacher told the class to submit their papers. The bell rang and the class left.

To me the observed lesson lacked many of the components of an effective lesson and the teacher did not make good use of the instructional; time. It appeared to me that the teacher failed to do the following:

Follow a lesson plan

Communicate the purpose of the lesson to the students

Use guided practice

Plan instructional strategies

Demonstrate the subject being taught

Give effective directions

Provide logically sequenced instruction

Provide closure