

Moving Towards an Inclusive School

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❖ Background

School A is an urban school in the Detroit metropolitan area. This school enrolls students from kindergarten through seventh grade. The school's population as of October 10, 2001 was 642. The student population is 99.9% African American. The majority of the students come from single-parent households or being raised by their grandparents. Over 50% are on public assistance, 85% of the students receive free-or reduced-priced lunches, and 25% are the working poor (are employed but at or near minimum wage), but despite their low economic status many of the students have cable television, and designer clothes and shoes. Most of the students arrive at kindergarten with a history of few experiences with print, book, story, and pencil activities. Most students are environmentally (low-birth weights or premature births) and biologically (poverty, parental intellectual impairment, low-parental education, lack of family support, inadequate prenatal care, disturbed parent-child interaction, and child abuse and neglect) at risk.

The teaching staff consists of 28 teachers and 6 paraprofessionals. School A is a Title 1 Schoolwide Project. This is the largest federal education program that provides funds for schools serving disadvantage children. School A is classified as a Schoolwide Project because over 50% of the student population lives in poverty. The Title 1 staff provides support to the grade level teachers. There are two teachers Mrs. S and Mrs. H and two paraprofessionals who support the classroom teachers by pulling-in for language arts, science, math, and social studies. Each support staff person pulls-in for a 50-minute class period. There is team-teaching amongst the teachers of Title 1 and the classroom teachers for whatever content area they agreed upon. The role of the paraprofessional in the classroom consists of supporting the classroom teacher (e.g., monitoring the students while the teacher works with a small group or whole group instruction).

This school does not provide an inclusive setting. There are three self-contained special education classrooms (EMI, EI, and LD). Each classroom contains students in grades fourth through seventh. Students in grade kindergarten through third that are identified as EMI, EI, and LD are obtaining services at two other elementary schools in the district. Students that are identified as EMI, EI, and

LD in kindergarten through third grade are provided services at two other elementary schools in the district. These students in the special education classrooms are not mainstreamed for any academic classes at their grade level. The students do eat lunch with the general education classes at the same time as their peers. Their special class (e.g., gym, music, art, dance, drama, and computer technology) is self-contained.

This school district sends their autistic, hearing or vision impaired, severely mentally impaired, and physically impaired to center programs outside of the school district. In the 2000-2001 school year, 50 students were served at 26 locations outside of the community.

The resource room teacher Ms. C., assist students in grades kindergarten through seventh with a pullout program from their general education classroom. She collaborates with their general education teacher to identify and correlate IEP goals for the student in all content areas. She assists the students individually with these objectives when they are pulled out. She services 16 students that are learning disabled. These students are seen one hour a day/five days a week.

School A does not offer an inclusive educational setting, nor is there a plan in writing to implement it. There has been talk throughout the district of inclusion, but that's is as far as it has surfaced. I noticed that the general education teachers have stated their concern about inclusion. Their first reaction is "How am I to teach this child with a disability, with 25 or more other students all at various abilities and levels?" "Will the school district have a well thought out plan to implement inclusion?" "Will there be sufficient preparation, planning and follow up?" "Will there be support for the classroom teacher and students?" This skepticism is valid. The teachers that have been teaching for 25 plus years have seen many changes in the school by different administrators who implemented programs only to see it washed away by the next administrator's idea to improve the quality of education for the students. They stated that the administration is always looking for a band-aid offering a quick fix, instead of really researching and implementing programs that actually address the student population of their building. While implementing this change of inclusion every staff person will not buy into it. The school system has to gradually implement change around them and if that change produces positive results, this skepticism will fade away. Then these teachers will want to know more about inclusion and take part in it.

The three self-contained special education classrooms do not mainstream any of their students. The general education teachers do not have the additional support to provide for these students academically. Their classes are already at a high number of enrollments with students who are labeled at risk. The parents are not pushing this issue because they believe their child is receiving a better education addressed to their child's individual academic needs in a self-contained

special education setting. This is what the parents were told when their child qualified for special education services and were taken out of the general education classroom. The parents need to be aware of all their rights of having a child who receives special education services. Even though, the parents receive their handbook of parent's rights they do not read it. This relates back to the parents not being able to read and being overwhelm with the information in the booklet. An advocate for the parents is needed to address this issue. This will allow the parents to be more aware of their rights to the least restrictive environment for their child.

❖ Inclusion

Inclusion education means that all students, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. The federal Individuals with Disabilities Education Act (IDEA) and its 1997 amendments make it clear that schools have a duty to educate children with disabilities in general education classrooms.

I believe that as educators we should strive to create an environment of responsible inclusion for all students, as all students have unique learning needs, while providing a wide variety of learning options in our classrooms.

In this paper I am envisioning School A in becoming an inclusive school. This implementation will entail how this can be accomplished.

❖ Preparing for Implementation of an Inclusion Program

The administration (principal of the building and the special education director) must provide support to make an inclusive education happen. The school's philosophy statement of education must change to include all students in the building (regular and special education students).

The implementation of inclusion should have a well thought out plan. This plan should consist of the following:

➤ Inclusion Plan: Year One

1. Form an inclusion committee: This committee should include both special and general education teachers, parents, and the principal. The role of this committee is to explore research on inclusion programs, visit schools with established inclusion programs, report findings and recommendations to the faculty, solicit input, and develop an implementation plan.
2. Develop a written plan: It should include staff development, timelines, roles and responsibilities of administrators and teachers, program modifications,

methods of monitoring and evaluating the inclusion program, and communication between the school, parents, and the community.

3. Provided early staff development: A common obstacle to successful inclusion is inadequate preparation. Teachers, paraprofessionals, and the principal need preparatory training in behavior management, staff collaboration, curriculum modification and program evaluation. The training must provide enough time for the faculty to become a cohesive team that can define and develop inclusion practices.
4. Review each child's individual needs. The principal, the general education teacher, and the special education teacher should form a committee to review each special education child's IEP. Based on these reviews, the committee should determine that child's program options and modifications that they may need.
5. Developing program modifications. Providing an inclusive program, with support from the paraprofessionals, and collaborative instruction by the general and special education teachers.
6. Prepare parents: All parents should be informed about the school's goals of an inclusion program, through informal meetings, committees and newsletters.
7. Prepare students: Students should be prepared for the inclusion of special education students through discussions of acceptance, respect, mentoring and assisting (which the students do in the general education classroom amongst themselves as a community).

➤ Inclusion Plan: Year Two

1. Implement a pilot program: This pilot inclusion program will include special education students identified as having a high probability for successful transition. Reviewing periodically to evaluate the students' progress as well as the impact of the general education students. Modifications and interventions are provided for the students and teachers.
2. Provide on going staff development: For this to succeed, the school must provide continuing in-service training in the areas of team building between the general and special education teachers, cooperative learning strategies, and techniques and strategies to modify instruction.
3. Evaluate the program. Measure the impact of the inclusion program on all students and staff. Use the results to adjust staff development plans and recommend program modifications.

(Adapted from: Evans, M., Holland, B., & Nichol, P. Implementing a balanced inclusion program. Principal Magazine (March/1996).

All efforts to meet the educational needs of all students must be obtained for inclusion to succeed. The school must provide a wide range of alternative techniques and strategies to obtain educational benchmarks and standards and IEP goals for all the students.

❖ **Implementing Change in Small Steps**

School A seen some slight movement towards an inclusive setting. Some parents and teachers have requested that their child/student who has been identified as having a disability, usually learning disabled to remain in the regular education classroom.

➤ **Beginning in My Own Classroom**

I did request last school year that two of my students who were identified as emotionally impaired and learning disabled, with the support of their parents that they stay in the general education classroom with resource room services (five days a week/one hour a day). I felt that these children would not be academically challenged in an EI or LD self-contained classroom. With supportive parents and my desire to work with these two children they succeeded academically and behaviorally in the regular education classroom.

This school year I have five students that have been identified as have a disabilities, but have not been placed in the school systems self-contained special education classrooms. These disabilities range from LD, EMI, ADHD, and hearing impaired with ADHD and neurological problems. I feel that these students will not benefit in a self-contained special education classroom, but I would like more support to assist and to keep them in my classroom.

The following is a student profile on one of these students.

❖ **Background**

Jerrod is a seven years old, second grade student who is identified

educable mentally impaired. His is the second youngest of seven children. He resides with his mother and her boyfriend. Jerrod has little contact with his father. His mother works the afternoon shift. Jerrod is taken care of by his older siblings.

○ **Dreams of the Student**

Jerrod enjoys playing basketball and someday hopes to play for the NBA. He states that he would like to go to college to learn. When I asked him to learn what, he replied just to learn.

- Strengths of the Student
 - Jerrod is a pleasant child who tries really hard in his classes. He is creative in his drawings.
- Likes/Dislikes
 - Jerrod likes playing with his toys. He enjoys playing basketball and baseball. He dislikes playing tennis.
- Successes
 - Jerrod states that he is getting better at football.
- Greatest Challenges
 - Jerrod stated that his greatest challenge is doing his schoolwork.
- Needs for Support and Assistance
 - Jerrod needs support and assistance in the content areas of reading, comprehension, social studies, science, and mathematics. He also needs support with his social skills. He is easily distracted and needs refocusing constantly during the day.
- Reading
 - Jerrod has not developed an adequate number of sight words for his age and grade level. He recognizes only three words out of twenty on the preprimer list from the Michigan Literacy Progress Profile (MLPP). The use of phonics (consonants beginning and ending, vowels, blends, digraphs, and diphthongs) to decode vocabulary while reading is extremely limited. He will state that he cannot read. He is reluctant to read with me, even from the emergent readers. He even has difficulty reading what he has written. His comprehension is very limited. He relies on picture clues to read and comprehend.
- Writing
 - Jerrod's writing correlates to his reading deficits. His writings are replete with errors in spelling, punctuation, capitalization, and handwriting (spatial/perception problems). His written products are illegible and below an emerging level.
- Mathematics
 - Jerrod's mathematics skills are below a second grade level. He has poor number sense and numeration skills.
- Work Habits
 - Jerrod's organizational skills need to be refined. His work area is cluttered and papers are not taken home on a daily basis. He does not stay on task even when it is at his level. He tends to daydream or gets up from his desk, or goes through his desk looking for

something, or disrupts other students while they are completing their assignments.

- Communication

Jerrod is reluctant to speak in class during reader's/author's chair. His oral skills with his friends are strong and audible.

- Social

Jerrod's is a kind student. His peers like him, but they get frustrated when he starts daydreaming and gets off task when doing cooperative work.

- Behavior

Jerrod's behavior is not age appropriate. I feel that he acts out by disrupting others while doing classwork stems from his frustration, low self-esteem, and the inability to complete the simplest assignments.

- ❖ IEP Goals and Objectives

- To be able to gather meaning from the content area text.

- Jerrod will be able to identify story elements (title, character, and setting)
- Jerrod will be able to identify main idea and one supportive detail of an expository text.
- Jerrod will improve his reading ability
- Jerrod will improve his enjoyment of reading.

- To be able to express his thoughts on paper

- Jerrod will improve his writing abilities using various instructional formats.
- Jerrod will improve his spelling and reading though the use of a word wall (high frequency words) and word families.
- Jerrod will self-edit his own writings (writing checklist).
- Jerrod will have peers edit his writings with assistance (writing checklist).
- Jerrod will edit peers' writings with assistance (writing checklist).

- To improve math calculations

- Jerrod will improve his ability to add and subtract basic facts.
- Jerrod will increase his awareness of number sense.

- To improve behaviors

- Jerrod will develop strategies to deal with frustration.
- Jerrod will develop strategies in order to monitor and correct inappropriate behaviors.
- To improve social and communication skills
 - Given an assignment, Jerrod will independently seek assistance from students and teacher to understand.
 - Jerrod will increase positive interactions with peers.
 - Jerrod will respond to questions from teachers and peers.
 - Jerrod will present with an orientation of his writings.

❖ Curriculum Matrix

IEP Goals	Will edit peers' writings with assistance (writing checklist)	Will improve his ability to add and subtract basic facts	Will increase his awareness of number sense	Will develop strategies to deal with frustration	Will develop strategies in order to monitor and correct inappropriate behavior	Will independently seek assistance from students and teachers to understand
Math	x	x	x	x	x	x
Language A Reading	x		x	x	x	x
Language A Writing	x		x	x	x	x
Science	x	x	x	x	x	x
Social Studies	x		x	x	x	x
Computer Class	x	x	x	x	x	x

❖ Curriculum Matrix

IEP Goals	Will increase positive interactions with peers	Will respond to questions from teachers and peers	Will present with an orientation of his writings
Math	x	x	x
Language Arts Reading	x	x	x
Language Arts Writing	x	x	x
Science	x	x	x
Social Studies	x	x	x
Computer Class	x	x	x

❖ Daily Schedule with Adaptation and Support (See full view of schedule on page 12)

❖ General Adaptations and Support

Jerrod requires academic support in all the content areas that correlates with reading, comprehension, mathematics, social studies, science and writing. He also requires support with his behavior, social and communication skills. His adaptations and support crosses over into all his content area classes which he will need support and scaffolding to complete assignments.

➤ Academic Adaptations and Support

1. Reading in the Content Areas

- a. Reading partners
- b. Graphic organizers
- c. Small group instruction
- d. Group projects
- e. Study guides
- f. Variety of reading material at his level
- g. Peer tutors
- h. Reading material will be divided between grade level and easier selections
- i. Shared reading
- j. Retelling of stories

- k. Working with Words
 - l. Tape recoding of material being read
 - m. Wall Words
2. Writing in the Content Areas
- a. Focused writing
 - i. Teacher modeling
 - ii. Letters
 - iii. Poetry
 - iv. Graphic organizers
 - v. Response logs
 - vi. Paragraph frames
 - vii. Curriculum related writings
 - viii. Stories
 - ix. Class journal entries
 - b. Individual, paired, group writing
 - c. Writer's workshop (self and peer edit) with edit checklist
 - d. Peer tutors
 - e. Author's chair
 - f. Working with words
 - g. Wall Words
3. Social and Behavioral Support
- a. Collaborative learning groups
 - b. Classroom buddy
 - c. Peer tutors
 - d. Redirection of attention
 - e. Eye contact
 - f. Behavior contract
4. Mathematics
- a. Math buddy
 - b. Manipulatives
 - c. Cooperative learning groups
 - d. Relate problems to real life situations
 - e. Small group instruction
 - f. Alter the amount of problems
 - g. Math games

5. Evaluation/Assessments

- a. Study guides
- b. Study strategies
- c. Reduce the number of items on test
- d. Allow to retake test
- e. Give test orally, while answers are recorded by writer
- f. Extended time
- g. Alternate test format
- h. Splitting the time to administer test in small sections
- i. Portfolios
- j. Projects (art, music, plays, songs, poems, posters)

With these supports and adaptations Jerrod will be able to master the goals and objectives of his IEP. The main goal is to be able to meet his academic needs with the least frustration and to gain self-esteem and success in his academic abilities. Jerrod will be able to stay in the classroom working on the various classroom assignments with his peers without being placed in a self-contained EMI room. This will enable him to have the least intrusive and most inclusive setting.

Integrating the curriculum would benefit Jerrod and the rest of the students. This will allow the exposure to expository text without being isolated. When the content correlates with curriculum instructional knowledge is obtained. Integrating the content areas will expose the students to reading and writing that are more focused and relevant.

Overall, adaptations and supports are needed for all the students in the classroom to succeed. Each individual in this classroom functions at various academic levels. The more assistance that is provided the less obvious it is and no attention will be drawn to Jerrod. All the students will benefit with the additional supports and adaptations.

❖ Collaborative Consultation

The special education teacher will be working in the classroom at supporting Jerrod's progress through the core curriculum without having to place him in a self-contained special education classroom. She will also assist the other students who are not identified needing special services.

The special education teacher and myself will have to meet weekly to discuss the adaptations and support that Jerrod needs. Through the use of team teaching, designing the curriculum instruction with support and adaptation, and evaluating/assessing collaboratively will allow a more interrelated learning environment for all the students.

❖ Daily Schedule with Adaptations and Supports

Time	Activity	Adaptations	Staff Support (if needed)	Evaluation Notes
8:30	School starts	No adaptations is needed	No support staff is needed	None needed
8:35 - 8:55	a) Self-Selected Writing b) Math Problem Review of Concepts for lesson	a)Self or peer edit with checklist. b)Reading Partner to assist in reading. Graphic-aid to assist in the steps needed to perform problem solving paper (read, reread, think(+, or), solve, and check).	No support staff is needed	Monitor progress of writing, comprehension, behavior, social, communication, and math skills with anecdotal record
8:55 - 9:35	Math	Math peer tutor	a) Ms. B (paraprofessional) will assist and monitor students while they are working in small groups b) Special education teacher will be provided with objectives so support can be provided	Monitor progress of mathematics computation, behavior, social, and speaking skills with anecdotal record
9:35 - 10:15	Science	a) Reading partners b) Graphic organizers c) Group projects d) Study Guide	Special education teacher will be provided with objectives and reading material so support can be provided	Monitor progress of oral reading, comprehension, behavior, social, communication and writing skills with anecdotal record
10:15 - 11:55	Social Studies	a) Reading partners b) Graphic organizers c) Group projects d) Study Guide	Special education teacher will be provided with objectives and reading material so support can be provided	Monitor progress of oral reading, comprehension, behavior, social, communication and writing skills with anecdotal record
11:00 - 11:30	Lunch	No adaptations needed	No support staff is needed	No evaluation is needed
11:30 - 12:15	Working with Words (wall words, word families, mind reader game, student biography, making words, and guess the covered word).	Individual and partners projects	No support staff is needed	Monitor progress of oral reading, comprehension, behavior, social, communication and writing skills with anecdotal record
12:20 - 1:10	Computer Class	Computer Buddy who will assist with reading and guidance with computer software programs	No support staff is needed	Monitor progress of oral reading, comprehension, behavior, social, communication and writing skills with anecdotal record
1:15 - 1:55	Guided Reading	group read with teacher (depending on the schedule) b)Reading material will be divided between grade level and easier selections	Special education teacher Ms. S will be provided with objectives and reading material so support can be provided during this class period.	Monitor progress of oral reading, comprehension, behavior, social, communication and writing skills with anecdotal record
1:55 - 2:35	Focused writing (letters, poetry, graphic organizers, response logs, and paragraph frames) correlates with guided reading selections.	a)Individual, paired, and group writing b)Writer's workshop (self and peer editing) c)Shared reading	No support staff is available	Monitor progress of oral reading, comprehension, behavior, social, communication and writing skills with anecdotal record
2:35 - 3:10	Self-Selected Reading	a)Material is available at his level of reading b)Variety of reading material will be available	No support staff is available	Monitor progress of oral reading, comprehension, behavior, social, communication and writing skills with anecdotal record
3:05 - 3:15	Clean-up and dismissal	Discuss homework and what materials (books) should be taken home	No support staff is needed	No evaluation is needed

➤ Three Self-Contained Special Education Classrooms

The three self-contained special education teachers could at first make arrangements to have a few students attend a regular education class one period a day. Then gradually begin team-teaching with the various grade level teachers (grades 4-7), so all their special education students would be in a general education classroom with the support that they need. This would be the second step in implementing into School A becoming an inclusive school. This implementation would consist of thorough planning of each students' schedule, techniques and strategies to accommodate and adapt lessons to each student at their individual level of ability, while providing challenges at their level of ability, co-teaching, and daily collaboration with the general education teacher (i.e., same planning time).

➤ Resource Room Teacher

The third step would be the resource room teacher pulling into her students' classrooms and team-teach with that child's teacher. This will enable the students to have in-class instructional support with their peers rather than isolated instruction in the resource room.

➤ Placement of Self-Contained Special Education Students

In grades fourth through seventh this will add forty-five additional students in the classroom when the special education students are placed in the regular education classroom (see Table 1).

Table 1

Additional Students	
Grades	Amount
Fourth	2
Fifth	15
Sixth	27
Seventh	1

This placement of these students will call for additional classroom teachers in the fifth and sixth grade due to the increase of the amount of students at those grade levels. I allocated for two additional teachers one for fifth grade and one for sixth grade, but realistically they could use two more so that each fifth and sixth grade would have 18-20 students per class instead of 24-27 students.

There will be forty-five special education students and sixteen resource room students that will be serviced by the four special education staff (three self-contained special education teachers and one resource room teacher) for the inclusion students that will be placed in grade fourth through seventh. This will allow each teacher to service fifteen to sixteen students per caseload while collaborating and team teaching with three to four teachers each.

This gradual change with the support of the special education teachers and the resource room teacher working collaboratively on the techniques and strategies for instruction, classroom management, and supplemental aids (graphic and manipulative) with the general education teachers and their students will succeed in implementing inclusion. This change will be learning process every step of the way. We have to allow for some uncertainty and constantly re-evaluate along the way. Change can occur in small steps, with support. The road may be bumpy with twist and turns, but the long-range goal is to have an inclusive school with everyone back home where they belong.

The Title 1 personnel (2 teachers, and the two paraprofessionals) will still be pulling into the classrooms for language arts, math, social studies and science for a fifty-minute period.

The three paraprofessional that were in the self-contained special education classrooms will now be able to support other students and the general education teachers. They will pull-into the classrooms of kindergarten through seventh grade. The paraprofessionals will implement the use of adaptations and provide assistance to all the students.

➤ Approaches to Collaborative Teaching

The education of students with disabilities in the general education classroom takes a team effort. The four special education teacher's role is supporting and assisting the general education teachers in an inclusive setting. Their role can be defined as supporting and assisting with the instruction of the curriculum, team-teaching, modification ideas for test/assignments, behavior strategies and support with adaptive instruction.

Cook and Friend (1996) state that there are five common approaches to collaborative teaching (see Table 3).

Table 2

Collaborative Teaching Approaches
<p>One Teach--One Assist One teaches while the other goes around the room assisting students.</p>
<p>Station Teaching Teachers divides content and each assumes the responsibility for part of it while instructing small groups at various locations in the room.</p>
<p>Parallel Teaching Teachers divide the group in half, each teacher taking a group.</p>
<p>Alternative Teaching One teaches and the other pre-teaches or re-teaches concepts to a subset of the class.</p>
<p>Team Teaching Both teachers share the instruction of students</p>

Cook, L. & Friend, M. (1996). *Interactions: Collaboration skills for school professionals* (2nd ed.). White Plains, NY:Longman Publishers.

The roles vary depending on if the collaboration is based on teaching or assisting the general education teacher. This model provides a minimum of scheduling problems, continuous and on going communication between educators, and lower student to teacher ratio.

The roles of the two teachers is co-equal with individual and shared responsibilities. This can be established by following these guidelines.

A. Responsibilities of General Education Teacher

1. Determine concepts necessary to meet Michigan Core Curriculum Standards and Benchmarks.
2. Identify goals and objectives of the course.
3. Teach specific class content.
4. Provide knowledge on scope and sequence of content area.
5. Determine key points of a lesson.
6. Utilize various instructional strategies to deliver and evaluate instruction.

B. Responsibilities of Special Education Teacher

1. To develop strategies to enhance special education students learning that align with the Michigan Core Curriculum Standards and Benchmarks.
2. Develop study guides.

3. Collect data on student performance.
4. Develop behavior intervention plans if needed.
5. Provide diagnostic information on academic levels and learning styles of special education students.
6. Adapt textbooks, assignments, and test.

C. Shared Responsibilities

1. Plan instructional activities to achieve goals/objectives of course.
2. Select and order classroom materials and supplemental aids.
3. Establish grading procedures.
4. Establish classroom management plan.
5. Give individual assistance to students.
6. Instruct the whole class.
7. Maintain home contact.
8. Develop effective teaching practices.
9. Share effective teaching practices with other educators.

Adapted from Danbury Public Schools, Danbury, CT & Wyandotte Public Schools, Wyandotte, MI.

The general and special education teacher work together to teach students with and without disabilities in a shared classroom. Both are responsible for instruction planning and delivery, student achievement, assessment, and discipline. Students receive age-appropriate academics, support services, and modified instruction when needed. This support is the basis to implement inclusion. With this support, the transition of having more students and another adult in the room can be managed.

➤ Multi-level Teaching

In an inclusive classroom there is a diverse population within their academic abilities. Everyday teachers make adaptations to their instruction for all their students to achieve. They use instructional activities involving active participation, cooperative learning, peer tutoring, small group instruction, and motivating instructional activities. This type of teaching always challenges the students at their zone of proximal development (ZPD). Teachers challenge their students at their own level of ability, while scaffolding the instruction to the next level of ability. I believe that teachers in the general education classrooms don't realize that they do

this every day. They have students at various levels of abilities and they adapt and scaffold the instruction to meet their students' needs. Once they realize this, the fear of ("How am I to teach children with a disability?") teaching in an inclusive classroom should diminish. While collaborating and co-teaching with the special education teacher the general education teacher will receive assistance daily to support and adapt the curriculum and instruction to the needs of all the students in the classroom.

➤ Instructional Strategies and Modifications

There are nine types of adaptations to assist all students in the classroom to succeed academically (see page 18). Teachers adapt and support the curriculum daily for all the different levels of abilities in their classrooms. It is the teachers' responsibility to accommodate all learners (intelligences, learning styles, and abilities). These adaptations will help all students actively participate in all classroom activities where learning is at their level and is manageable for the teachers involved.

❖ Parents

The parents need to be informed of their legal rights of having the least restricted environment for their child. They need to understand the importance of

Nine Types of Adaptations

<p style="text-align: center;">Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Reduce the number of math problems a learner must learn.</p>	<p style="text-align: center;">Time</p> <p>Adapt the time allotted and allow for learning, task completion, or testing.</p> <p>For example: Individualizing a timeline for completing the task; pace learning differently (increase or decrease) for some learners</p>	<p style="text-align: center;">Level of Support</p> <p>Increase the amount of assistance with a specific learner.</p> <p>For example: Assign peer buddies, peer tutors, or cross-age tutors.</p>
<p style="text-align: center;">Input</p> <p>Adapt the way instruction is delivered to the learned.</p> <p>For example: Use different visual/graphic aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p style="text-align: center;">Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learners needs.</p>	<p style="text-align: center;">Ouptut</p> <p>Adapt how the student can respond to instruction.</p> <p>For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with</p>
<p style="text-align: center;">Participation</p> <p>Adapt the extent to which the learner is actively involved in the task.</p> <p>For example: In social studies, have student hold the globe, while others point out locations.</p>	<p style="text-align: center;">Alternate</p> <p>Adapt the goals or outcomes while using the dame material.</p> <p>For example: In social studies, expect the student to be able to locate just the states while others learn the capitals as well.</p>	<p style="text-align: center;">Substitute Curriculum</p> <p>Provide different instruction and materials to meet a student's individual goals.</p> <p>For example: During foreign language test, one student is learning computer skills on the computer.</p>

from: Deschenes, C., Ebeling, D., & Sprague, J. (1994). Adapting curriculum and instruction in inclusive classrooms: A teacher's desk reference.

non-segregated classrooms. All the students (special and general education) will be making strong academic, social, interpersonal, and personal gains in inclusive classroom.

❖ Conclusion

The road to a full inclusive school needs to be taken in small steps with a well thought out plan with re-evaluation so that all staff will want to share and change the school's vision of becoming an inclusive school. I can envision this concept in the building I am working at. The main concern would be the high incidence of the special education students in our school district. Our school doesn't service special education students (EI, EMI, and LD) in kindergarten through third grade. They are serviced at the two other elementary schools in the district. The other classifications are serviced outside the district. If we are to have these students back into their neighborhood school, where are the additional teachers coming from to accommodate the larger class sizes?

I believe that the staff of the school that I work at would share the vision of an inclusive school. They would want a well thought out plan with re-evaluation, reliable and knowledgeable support staff, smaller class size (20–25), an even and diverse distribution of the special education students amongst the staff, and staff development/in-service to address the needs and concerns of the staff, students, and parents.

I would love to work in an inclusive school. I know the reason why I have not gone into special education in my school district even though I am qualified too. I do not believe in the self-contained special education classroom. They have asked me numerous times since I received my degree in learning disabilities. I always tell the administration no because I don't believe in how they run their special education department and I already have an inclusive classroom without the support. I am servicing my students and the district better in the regular education classroom than in a self-contained special education classroom.

It would be wonderful to see full inclusion occur in the School A. These changes, additions, and adaptations will require a whole school effort from the administration, staff, students, parents, and the community. They need to be given the information about inclusion, address the attitudes and values of the staff (comfortable and not comfortable with inclusion), take the risk with a support system in place, and are willing to accommodate children with greater needs. This will create conditions that will enable people to change and prepare to be part of an inclusive school where all students are provided opportunities to have success every day in their neighborhood school.