Eighth Edition

# Creating Inclusive Classrooms

## Effective, Differentiated, and Reflective Practices

Spencer J. Salend

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*To Suzanne, Jack, and Madison,*
*All My Loving*

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# Preface

Creating effective inclusive classrooms means understanding the role of education in a democratic society and federal legislation, as well as aligning your instruction with national and state standards. But the practical, up-to-date and digital eighth edition of *Creating Inclusive Classrooms: Effective, Differentiated and Reflective Practices* recognizes that it means more than that.

It means using current research related to effective practices in curriculum, instruction, technology, assessment, classroom management, collaboration, and family involvement to foster the learning of *all* of your students.

It means being an evidence-based and reflective educator who continually collects and analyzes evidence to document and enhance the effectiveness of your professional practices, and who thinks critically about your own values and beliefs so you can better differentiate your instruction and promote the learning of *all* of your students.

It means being sensitive and responsive to diversity and individual differences, and collaborating with your students and their families and other educators to create the most successful educational experience for *all* of your students.

More than anything, it means taking into account the unique strengths and challenges of *all students* in today's diverse, inclusive classroom and using research-based, universally designed, and culturally responsive practices and assistive and instructional technologies that enhance learning, as well as issues of gender, race, ethnicity, language, socioeconomic status, religion, sexual orientation, and family structure.

This digital, accessible and practical text goes beyond the typical inclusion text, by translating the latest theories and research into practices, technologies, and information you can use to address the challenges of implementing inclusion in today's schools. By incorporating the themes of diversity, collaboration, technology, and research-based, differentiated, universally designed, culturally reponsive and reflective classroom practices into each chapter, the book is consistent with professional standards for preparing teachers to work in today's diverse classrooms.

## New to This Edition

Each chapter has been updated to reflect the latest research, new information, and changes in the field, and the new digital pedagogical features allow you to customize your learning. You will find the latest research-based practices in new and revised chapters. Specifically, you will find **new, updated, and expanded** coverage of:

- Evidence-based practices and universal design for learning (UDL)
- Differentiating and addressing national and state learning standards in literacy, math, science, and social studies instruction
- Progress monitoring and data-based instructional decision-making
- Explicit instruction (I Do, We Do, You Do) and intensive instruction
- Assistive and instructional technologies including mobile devices and apps

- Response to intervention (RTI) and positive behavioral interventions and supports (PBIS)
- The legal issues and special education identification process
- Diversity and English language learners
- Autism spectrum disorders and students with intellectual disabilities
- Working collaboratively with students and their families and co-teaching with other educators
- Teaching self-regulation and learning strategies
- Classroom management and bullying prevention strategies
- Formative and summative assessment and assessment and grading alternatives
- Fostering transitions, acceptance of individual differences and social relationships among students and positive relationship with students
- Implementing IEPs/IFSPs and Section 504 individualized accommodation plans in inclusive classrooms

New Digital Pedagogical Features help students apply, customize, and reflect on their learning:

- **On Demand Learning** pop-up windows allow students to extend their learning with video and text-based resources.
- **What Would You Do?** interactive pop-up scenarios let students reflect on their response to a given situation.
- **Self-Check for Understanding** interactive multiple-choice quizzes, with feedback, at the end of each chapter let students gauge their understanding of chapter content.
- **IRIS Center Modules** help extend learning with interactive activities based on videos, audio, and text.

A new section in each chapter prepares you to demonstrate effectiveness in the classroom:

- **Enhancing and Documenting Your Teaching Effectiveness** sections provide students with ways to demonstrate effective and reflective practices.

## A Principled Philosophy

Four principles of effective inclusion provide a framework for the text:

1. *All learners and equal access,*
2. *Individual strengths and challenges and diversity,*
3. *Reflective, universally-designed, culturally-responsive, evidence-based, and differentiated practices, and*
4. *Community and collaboration.*

These principles, woven throughout the chapters, demonstrate that inclusion is not just a government mandate but a principled philosophy of effective, differentiated and reflective teaching for individualizing the educational system for *all students*. Throughout the text, evidence-based practices, classroom-based examples and case studies, videos and learning activities, as well as chapter opening classroom vignettes, are presented to illustrate the principles of effective inclusion. These regular snapshots of real classrooms show you how to implement effective inclusive educational practices.

# All Learners and Equal Access

## A Non-Categorical Approach

To serve as a model for creating inclusive classrooms for *all students*, this text takes a non-categorical approach to content coverage. It is meant to facilitate your development of a holistic approach to educating *all of your students* while focusing on their individual strengths and challenges rather than on global disability characteristics. Thus, rather than separating content by disability category or cultural and linguistic background–focusing on the differences that have been used to segregate students from one another–the book approaches inclusion as an ongoing, dynamic process.

## UDL and YOU

Universal design for learning (UDL) requires flexibility in your practices so they can be used to help promote learning for *all students*. This chapter feature throughout the text guides you in understanding and implementing the principles of universal design to help *all learners* access the general education curriculum and succeed in inclusive classrooms.

## Using Technology to Promote Inclusion

This feature in each chapter presents ideas, strategies, and resources for using the latest instructional and assistive technology to help *all of your students* access the general education curriculum and succeed in inclusive classrooms.

# Individual Strengths and Challenges and Diversity

Effective inclusion involves sensitivity to and acceptance of individual strengths and challenges as well as other types of student diversity. To emphasize this second principle of the framework for inclusive education, throughout the text and in important special features in every chapter you will find clear information on developing this sensitivity and acceptance and using it to inform teaching that benefits *all students*.

## Three Complete Chapters

While this principle is discussed as appropriate throughout the text, three chapters look specifically at the individual strengths and challenges and diversity of students in inclusive classrooms, providing comprehensive guidance and effective practices for understanding, appreciating, and educating *all students*.

- *Chapter 2: Understanding the Special Education Process* is a **new chapter** that introduces you to how the special education identification process works including the prereferral and the Response-to-Intervention (RtI) systems, the components of an Individualized Education Plan (IEP), and Individualized Family Service Plan (IFSP), and Section 504 Accommodation Plan, and the members of the multidisciplinary team.
- *Chapter 3: Understanding the Educational Strengths and Challenges of Students with Disabilities* looks at the varied and unique strengths and challenges of students with high-incidence disabilities, low-incidence disabilities, and those students who are gifted and talented and twice exceptional, and practices for teaching these students effectively in inclusive classrooms.
- *Chapter 4: Understanding the Educational Strengths and Challenges of Students From Diverse Backgrounds* examines recent economic and demographic shifts that affect students and schools, focuses attention on discrimination, family and societal changes, and the specific strengths and challenges associated with cultural and language differences and practices for teaching these students effectively in inclusive classrooms.

## IDEAs to Implement Inclusion

These features in every chapter offer practical examples of the application of effective techniques in the book that help you create inclusive classrooms that meet the challenges of the IDEA.

# Reflective, Universally Designed, Culturally Responsive, Evidence-Based, and Differentiated Practices

Effective teachers are reflective practitioners who are flexible, responsive, and aware of and use differentiated, universally designed, culturally responsive, and evidence-based practices and assistive and instructional technologies that accommodate students' and challenges and to provide *all students* with meaningful access to and progress in the general education curriculum. This book provides scaffolds throughout its pages to help you become the kind of reflective practitioner who differentiates instruction to benefit *all students*.

**Four chapters on differentiated instruction** in Part III: *Differentiating Instruction for All Students* provide you with more details and examples on **using universally designed, culturally responsive and evidence-based practices and assistive and instructional technologies across the curriculum** than any other text in the market.

- *Chapter 8: Differentiating Instruction for Diverse Learners*
- *Chapter 9: Differentiating Large- and Small-Group Instruction*
- *Chapter 10: Differentiating Reading, Writing, and Spelling Instruction*
- *Chapter 11: Differentiating Mathematics, Science, and Social Studies Instruction*

These four chapters are supplemented by two other chapters that also support your use of differentiated instruction in your inclusive classrooms. Chapter 7 **provides you with proven strategies for creating a classroom environment that promotes positive behavior** and Chapter 12 **provides a range of formal and informal assessment strategies** you can use to collect and analyze data to assess the impact of your instruction on your students and to inform your teaching and all aspects of your inclusive classroom.

## Enhancing and Documenting Your Teaching Effectiveness

This new section in each chapter provides you with ways to demonstrate that you are a highly effective and reflective educator *of all students* who is able to think critically about your values and beliefs and routinely examine your practices for self-improvement. It provides information, guidelines, and strategies that help you make data-based instructional decisions so that you implement practices that have evidence to support their use and create effective inclusive classrooms.

## Community and Collaboration

Effective inclusion is a group effort. It involves establishing a community based on collaboration among educators, other professionals, students, families, and community agencies. Throughout the text you will find background information and specific guidance to help you establish a collaborative community to help *all students* learn, and to foster transitions, self-determination, acceptance, and friendships.

## Two Chapters

- *Chapter 5: Creating Collaborative Relationships and Fostering Communication* examines the ways educators can work collaboratively, and discusses opportunities to communicate effectively with families.
- *Chapter 6: Fostering Transitions, Self-Determination, Acceptance, and Friendships* has been **revised** to emphasize research-based strategies and ways educators, students, and families can collaborate to foster successful transitions, self-determination in students, students' acceptance of individual differences and diversity, and friendships among students.

## Other Features

This text also provides several other features to foster your learning.

**Reflective and connections margin notes** are presented throughout chapters. **Reflective margin notes** pose questions that ask you to reflect on your personal experiences related to the material in the book. **Connections margin notes** guide you to additional information about a topic and to understand the relationships among the practices, content, and examples presented in the chapters.

**Chapter objectives** at the beginning of every chapter serve to introduce you to and help you understand what you will be reading and learning about in the chapter.

**Chapter summaries** at the end of every chapter help you review and identify the main points presented in the chapter.

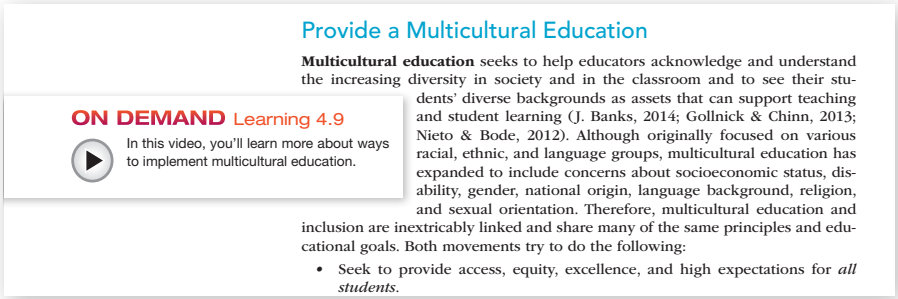
**Council for Exceptional Children (CEC) professional standards integration** at the end of every chapter summary demonstrates where chapter content aligns with the CEC professional standards, helping you make the connections between what you are learning about and how it will guide you in creating your effective inclusive classroom.

# New Digital Pedagogical Features

The principles discussed above are further enhanced by new interactive digital features. Designed for face-to-face and online courses, this digital text is rich in elementary and secondary level classroom-based videos and examples, and innovative online and differentiated learning experiences that guide you in **applying and reflecting on the content and customizing your learning**. You can apply and customize your learning by using the following digital features.

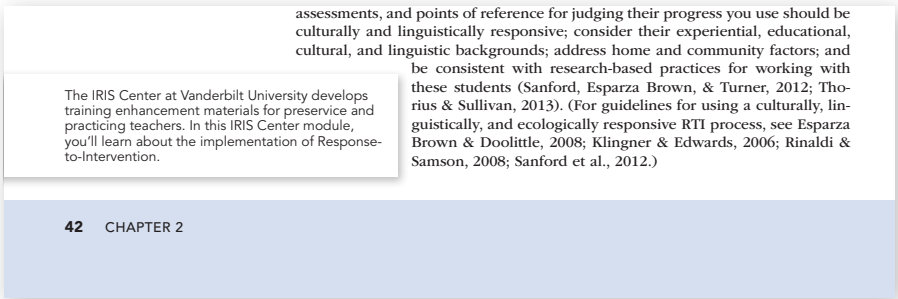
- **On Demand Learning**

  Integrated throughout each chapter of the book, the new **On Demand Learning** feature allows you to **tailor and extend your learning** by providing you with choices related to video- and text-based resources of exemplary and research-based practices, information, and perspectives followed by questions that can **guide your reflection and application**. Many of these On Demand learning experiences **are differentiated** so you can choose to learn more about either content or applications related to elementary or secondary level students, educators, and classrooms.




- **IRIS Center Modules**

  You also can **customize, extend, and reflect on your learning** related to content within the chapters of this book by **accessing the links to the IRIS Center modules**. These online and interactive modules present additional content, information, and resources about topics discussed in the chapter using video-, audio-, and text-based learning activities. Each module also provides a summary of the content presented and an assessment that allows you to **apply and reflect on your learning**.



## • eLearning Modules

Pearson's eLearning modules are individual learning objects, self-contained at the topic level. Each module is built around a single, practical and applied learning outcome.

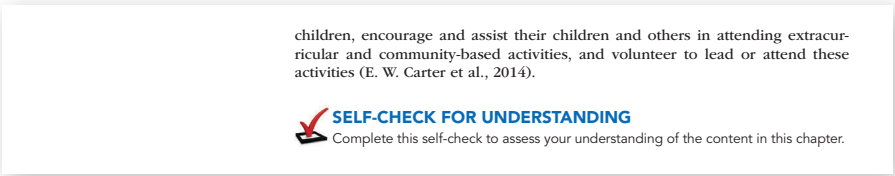
Modules include learning outcomes, presentations of concepts and skills, opportunities to apply one's understanding of those concepts and skills, and assessments to check for understanding. The modules have three main sections. The ***Learn*** section presents the essential information a learner needs in order to meet the module's learning outcome. The ***Apply*** section includes exercises meant to give learners an opportunity to practice applying this concept in a classroom context. And finally, the ***Assess*** section provides a test to measure the learner's understanding of material presented in the module, as well the learner's ability use this material in an instructional setting.

In the new edition, you will find:

- In Chapter 2, the module "Multi-Tier Systems of Support" to correspond with the coverage of eligibility, and the module "Writing Annual Goals" as part of the coverage of IEPs.
- In Chapter 5, the module "Co-Teaching" to enhance the discussion of collaborative teaming.
- In Chapter 7, the module "Managing Classwide Behaviors" as a part of the discussion of classroom behavior.
- In Chapter 8, the module "Differentiating Instruction" to enhance coverage on that topic.
- In Chapter 9, the module "Explicit Instruction" as part of the discussion on the elements of effective teacher-centered instruction.

## • Self-Check for Understanding

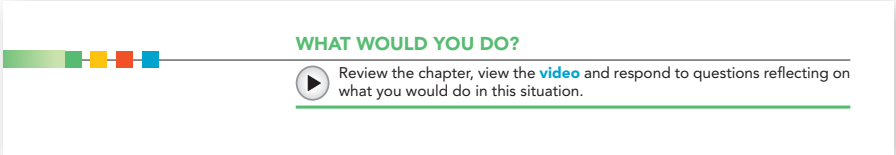
The new Self-Check for Understanding feature at the end of each chapter provides you with multiple-choice **questions that guide you in checking your understanding of the content** presented in the chapter. After you complete the self-check, you will receive **feedback** that you can use **to self-assess your understanding of chapter content** as well as feedback that guides you to the section of the chapter that covered that content.


children, encourage and assist their children and others in attending extracurricular and community-based activities, and volunteer to lead or attend these activities (E. W. Carter et al., 2014).

**SELF-CHECK FOR UNDERSTANDING**
Complete this self-check to assess your understanding of the content in this chapter.

## • What Would You Do?

This new feature at the end of each chapter **presents video or text-based presentations of authentic classroom scenarios** followed by a set of **reflective questions** related to how you personally would handle each situation in your inclusive classroom. After you **apply what you read in the chapter** to complete the What Would You Do?, you will **receive feedback from me** to guide you in **reflecting** on and **evaluating your learning**.


**WHAT WOULD YOU DO?**
Review the chapter, view the **video** and respond to questions reflecting on what you would do in this situation.

## Supplemental Materials for the Instructor

The following instructor supplements can be accessed at www.pearsonhighered.com.

## Online Instructor's Manual with Test Items

An updated online Instructor's Manual includes numerous recommendations for presenting and extending text content. The manual consists of chapter overviews, objectives, outlines, and summaries that cover the essential concepts addressed in each chapter. You'll also find presentation outlines, learning activities, and reflective exercises, as well as a complete, chapter-by-chapter bank of test items.

The electronic Instructor's Manual is available on the Instructor Resource Center at www.pearsonhighered.com. To access the manual with test items, as well as the online PowerPoint lecture slides, go to www.pearsonhighered.com and click on the Instructor Resource Center button. Here you'll be able to log in or complete a one-time registration for a user name and password.

## Online PowerPoint Lecture Slides

The PowerPoint lecture slides are available on the Instructor Resource Center at www.pearsonhighered.com. These lecture slides highlight key concepts and summarize key content from each chapter of the text.

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# Acknowledgments

This book is the result of the collaborative efforts of my students, colleagues, friends, and relatives. The book is an outgrowth of many ideas I learned from students at Woodlawn Junior High School (Buffalo, New York) and Public School 76 (Bronx, New York), colleagues from PS 76—George Bonnici, Nydia Figueroa-Torres, Jean Gee, and Jean Barber—and colleagues at the University of Kentucky, and the State University of New York at New Paltz. Much of the information in this book was learned through interactions with teachers, administrators, and students in the Easton (Pennsylvania) Area School District and other school districts, who both welcomed me and shared their experiences. Many of the examples and vignettes are based on the experiences of my students at the State University of New York at New Paltz. I truly value my colleagues and students, who continue to educate me and add to my appreciation of the remarkable dedication and skill of teachers.

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# Brief Contents

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# Contents

PART

# Understanding the Foundations and Fundamentals of Inclusion

Part I of this book, which includes Chapters 1, 2, 3, and 4, introduces the foundations of inclusion and the benefits and challenges associated with its implementation. The information presented in Part I also is designed to provide a framework for creating inclusive classrooms that support the learning and socialization of *all students*, applying evidence-based practices and the principles of Universal Design for Learning to differentiate your instruction to accommodate *all students* and to provide them with access to and help them succeed in the general education curriculum, and evaluating the success of your inclusion program for *all students, their families, and professionals.* Throughout this book, *all learners/students* refers to the full range of students who are educated in general education classrooms and includes learners with individual differences related to ethnicity, race, age, socioeconomic status, gender, disability, language, religious and spiritual values, sexual orientation, geographic location, and country of origin (Council for Exceptional Children, 2008; Council for the Accreditation of Educator Preparation, 2013).

Chapter 1 introduces you to the concepts of special education, inclusion, evidence-based education, and the least restrictive environment; the philosophical principles that guide inclusion and this book; the factors that contributed to the movement inclusion; and the current research on the impact of inclusion on students, teachers, and families. Chapter 2 discusses the special education process, including Response to Intervention; the prereferral, identification, and placement process for students with disabilities; the individualized education program; the individualized family service plan; and Section 504 individualized accommodation plan. Chapter 3 provides you with information so that you can better understand and plan to address the strengths and challenges associated with the various special education disability categories. Chapter 4 considers various societal changes and their impact on students and schools and introduces you to strategies to address these changes.

CHAPTER 1

# Understanding Inclusion

## MARIE AND MARY

Marie was born in 1949. By the time she turned 3, her parents were sensing that she was developing slowly—speaking little and walking late. Marie's pediatrician told them not to worry; Marie would grow out of it. After another year of no noticeable progress, Marie's parents took her to other doctors. One said she had an iron deficiency, and another thought she had a tumor.

By the time Marie was old enough to start school, she was diagnosed as having mental retardation and was placed in a separate school for children with disabilities. She was doing well at the school when the school district informed her family that the school was being closed and that the district had no place for Marie and the other students. Marie's family protested to school officials and their state legislator, but the school district was not required by law to educate children like Marie.

Concerned about her future, Marie's family sent her to a large state-run program about 200 miles from their home. During visits, they found that Marie was often dishevelled, disoriented, and uncommunicative. Once she even had bruises on her arms and legs. After much debate, Marie's family decided to bring her home to live with them. Although now an adult, Marie cannot perform activities of daily living, and her parents are worried about what will happen to her when they are no longer able to care for her.

Mary, born in 2000, was diagnosed as having autism. Soon after birth, Mary and her parents enrolled in an early intervention program that included family education sessions and home visits by a professional. Mary's parents joined a group of families that was advocating for services. When Mary was 3, she attended a preschool program with other children from her neighborhood. The school worked with Mary's family to develop an individualized family service plan to meet Mary's educational needs, coordinate the delivery of services to Mary and her family, and assist her family in planning for the transition to public school. After preschool, Mary moved with the other children to the local elementary school. At that time, her family met with the school district's comprehensive planning team to develop an individualized education program (IEP) for Mary. The team recommended—and Mary's family felt—that she should be in a setting that fostered her language and literacy skills and allowed her to socialize and interact with her peers who were not disabled. As a result, Mary was placed in an inclusive classroom and received the services of a collaboration teacher and a speech/language therapist who worked with Mary and her teacher. Over the years, Mary had some teachers who understood her strengths and challenges and others who did not, but she and her family persevered. Occasionally, other students made fun of Mary, but she learned to ignore them and participated in many after-school programs.

When Mary was ready to move to junior high school, the teachers and her family worked together to help Mary make the transition. Like her classmates, she learned how to change classes, use a combination lock and locker, and use different textbooks. Her IEP was revised to include instructional and testing accommodations, social skills instruction, and the use of technology to help her learn. Mary participated in the science and ski clubs and volunteer activities after school and went to the movies with her friends.

Mary graduated from junior high school and entered high school, where her favorite subjects are social studies and science. She also enjoys socializing with her friends. A classmate helps Mary by sharing notes with her, and Mary's teachers have modified the curriculum for her. She has access to a range of assistive devices and services, including using a tablet to access a talking word processor with a word prediction program and digital print materials via a screen reader. She is also taking a course called "Introduction to Occupations" and participates in a work-study program.

What factors and events led Marie and Mary and their families to have such different experiences in school and society? After reading this chapter, you will have the knowledge, skills, and dispositions to address that question by learning to do the following:

- *Define the concepts of special education, evidence-based education, inclusion, and the least restrictive environment.*
- *Explain the relevant and evolving principles, theories, philosophies, events, laws, court cases, policies, and factors that have influenced and continue to inform the*

*field of special education and its current professional practices and the movement to educate students in inclusive classrooms.*

- *Summarize the research on the impact of inclusion on students, educators, and families.*

As the stories of Marie and Mary indicate, the education and treatment of individuals with disabilities has undergone dramatic changes (Garrick Duhaney & Salend, 2010; Valle & Connor, 2011). Prior to 1800, individuals with disabilities were feared, ridiculed, abandoned, or simply ignored. As educational methods were developed in the late 1700s that showed the success of various teaching strategies, society began to adopt a more accepting and humane view of individuals with disabilities. However, the 19th century saw the rise of institutions for individuals with disabilities, like the one Marie experienced, that isolated them from society. Although institutional settings played an important role until the 1970s, the early 20th century also saw the rise of special schools and special classes for students with disabilities. The 1960s and 1970s also fostered a period of advocacy by individuals such as Marie's family that resulted in legislative and judicial actions that provided individuals like Mary and her family with access to society, early intervention programs, and the public schools. In the late 1980s and mid-1990s, individuals with disabilities and their families formed advocacy groups that fostered public policies that allowed individuals with disabilities to become full and equal members of society.

Today, these factors, aided by the technological advances, are transforming our notions of disability and providing individuals with disabilities with full access to the educational, economic, social, cultural, and political mainstream. Thus, whereas Marie and her family's experiences were characterized by frustration, isolation, and lack of understanding, Mary and her family's experiences were much more positive and inclusive. Although Marie was initially placed in a separate school for students with disabilities, no laws existed that required states to educate students with disabilities. When the school closed, Marie's family had few options, and Marie was forced into an even more segregated environment, a state-run institution.

Mary, in contrast, benefited from early diagnosis and intervention. She was educated with her peers without disabilities in preschool and included in classes with students from her neighborhood throughout her educational career. Mary's full rights of citizenship, including the right to a free and appropriate education, were ensured by education and civil rights laws and court decisions that empower individuals with disabilities. These laws also recognized that *all students* can learn and granted Mary's family the right to advocate for her when they disagreed with the school's decisions. Mary's teachers had high expectations of what she could accomplish, and they worked together to individualize her instruction and capitalize on her strengths. On her graduation from high school, Mary is being prepared to act on her own choices, lead a more independent life, and make positive contributions to her community. Born approximately five decades later than Marie, Mary benefited from a totally changed societal perception of what individuals with disabilities can learn and accomplish when supported by their families, peers, teachers, and community.

The first "On Demand Learning" feature for this chapter will help you consider Mary, Marie, and others who have been affected by that changing societal

perception. Each chapter in the book contains an "On Demand Learning" feature. This feature allows you to customize and extend your learning by providing you with choices related to additional text- and video-based information, perspectives, and examples followed by questions that can foster your content knowledge and guide your reflection and application.

**ON DEMAND** Learning 1.1

In this video, you'll learn more about how the education and treatment of individuals with disabilities has undergone a transformation from the segregation and dependence that defined Marie's life to the inclusion and advocacy that typifies Mary's life.

## Special Education

WHAT IS SPECIAL EDUCATION? While Mary benefited from receiving special education services, unfortunately these services were not available for Marie. **Special education** involves delivering and monitoring a specially designed and coordinated set of comprehensive, evidence-based, and universally designed instructional and assessment practices and related services to students with learning, behavioral, emotional, physical, health, or sensory disabilities. These instructional practices and services are universally designed and tailored to identify and address the individual and the strengths and challenges of students; to enhance their educational, social, behavioral, and physical development; and to foster equity and access to all aspects of schooling, the community, and society (Valle & Conner, 2011). Special education, which is an integral part of the educational system, is characterized by the following features:

- *Individualized assessment and planning*: Learning goals and instructional practices are based on individualized assessment data.
- *Specialized instruction*: Instructional practices and materials, curricula, related services, and assistive technology are tailored to the unique strengths and challenges of students.
- *Intensive instruction*: Instructional practices are precisely designed and systematically implemented for a sufficient period of time.
- *Goal-directed instruction*: Instructional practices are guided by learning goals that promote independence and success in current and future settings.
- *Evidence-based instructional practices*: Instructional practices are chosen based on their research support.
- *Collaborative partnerships*: Professionals, students, family, and community members work collaboratively to coordinate their goals and efforts.
- *Student performance evaluation*: Instructional practices are evaluated frequently in terms of outcomes on student performance and revised accordingly (Fuchs, Fuchs, & Vaughn, 2014; Heward, 2013).

## Inclusion

WHAT IS INCLUSION? While Marie attended schools and institutional settings that segregated students with disabilities, Mary's educational experiences were based on *inclusion*, an important and essential feature of special education. **Inclusion** is a philosophy that brings diverse students, families, educators, and community members together to create schools and other social institutions based on acceptance, belonging, and community (Causton-Theoharis, Theoharis, Bull, Cosier, & Dempf-Aldrich, 2011; Giangreco, Doyle, & Suter, 2012). Inclusion recognizes that *all students* are capable learners who benefit from a meaningful, challenging, and appropriate curriculum delivered within the general education classroom and from universally designed, evidence-based, culturally responsive, and differentiated instruction practices that address their diverse and unique strengths, challenges, and experiences (Cosier, Causton-Theoharis, & Theoharis, 2013; Giangreco et al., 2012; Tomlinson, 2014).

An important goal of inclusion is to provide all students with access to the general education curriculum. Why is access to the general education curriculum important, and which settings provide students with the best access to the general education curriculum?

Inclusion seeks to provide *all students* with collaborative, supportive, and nurturing communities of learners that are based on giving *all students* the services, challenges, and supports they need to succeed academically, behaviorally, and socially as well as respecting and learning from each other's individual differences (Causton et al., 2011; Giangreco et al., 2012). Rather than segregating students as in the school Marie briefly attended before being placed in an institution, advocates of inclusion work collaboratively to create a unified educational system like the one Mary received.

The following interrelated principles, which provide a framework for this book, summarize the philosophies on which inclusive practices are based (Salend, Staehr Fenner, & Kozik, 2012).

# Principles of Effective Inclusion

## Principle 1: All Learners and Equal Access

*Effective inclusion improves the educational system for* all learners *by placing them together in general education classrooms—regardless of their learning ability, race, linguistic ability, economic status, gender, learning style, ethnicity, cultural and religious background, family structure, sexual orientation, and country of origin.* Inclusion programs also provide *all students* with equal access to a challenging, engaging, and flexible general education curriculum and the appropriate challenges and supports that help them be successful in society (Causton et al., 2011; Giangreco et al., 2012). Students are given a multilevel and multimodality curriculum as well as challenging educational and social experiences that are consistent with their abilities and challenges and that prepare them for the knowledge, skills, and dispositions they will need to succeed in the 21st century (Salend, Staehr Fenner, & Kozik, 2012). Inclusionary schools welcome, acknowledge, affirm, and celebrate the value of *all students* by educating them together in high-quality, age-appropriate general education classrooms in their neighborhood schools (Cosier et al., 2013; Giangreco et al., 2012; Sapon-Shevin, 2008).

## Principle 2: Individual Strengths and Challenges and Diversity

*Effective inclusion involves sensitivity to and acceptance of individual strengths and challenges and diversity.* Educators cannot teach students without taking into account the diverse factors that shape their students and make them unique (Cosier et al., 2013; Tomlinson & Javius, 2012). Factors such as disability, race, linguistic and religious background, gender, sexual orientation, country of origin, and economic status interact and affect academic performance and socialization. Therefore, educators, students, and family members must be sensitive to inclusionary practices, which promote acceptance, equity, and collaboration; are responsive to individual strengths and challenges; and embrace diversity (Allday, Neilsen-Gatti, & Hudson, 2013; Causton et al., 2011; Giangreco et al., 2012; Sapon-Shevin, 2008). In inclusive classrooms, *all students* are valued as individuals capable of learning and contributing to society. They are taught to

appreciate diversity and to value and learn from each other's similarities and differences (Swedeen, 2009; Willingham & Daniel, 2012).

## Principle 3: Reflective, Universally Designed, Culturally Responsive, Evidence-Based, and Differentiated Practices

*Effective inclusion requires reflective educators to examine their attitudes and efficacy and to employ universally designed, culturally responsive, and evidence-based practices to differentiate their assessment, teaching, and classroom management practices to accommodate individual strengths and challenges and provide all students with meaningful access to and progress in the general education curriculum.* In inclusive classrooms, teachers are reflective practitioners who are flexible, responsive, and aware of and use differentiated, universally designed, culturally responsive, and evidence-based practices that accommodate students' strengths and challenges (Allday et al., 2013; Cushing, Carter, Clark, Wallis, & Kennedy, 2009). They think critically about their values and beliefs and routinely examine their own practices for self-improvement and to ensure that *all students'* strengths and challenges are addressed (Tomlinson & Javius, 2012). Educators treat students with fairness, not sameness, by differentiating challenges and supports for students to accommodate students' individual differences and to help *all students* access and succeed within the general education curriculum (Giangreco et al., 2012; S. Lee, Wehmeyer, Soukup, & Palmer, 2010).

## Principle 4: Community and Collaboration

*Effective inclusion involves establishing a community based on collaboration and communication among educators, other professionals, students, families, and community agencies.* Inclusion seeks to establish a nurturing community of learners that is based on acceptance and belonging and the delivery of the support and services that students need in the general education classroom (Allday et al., 2013; Giangreco et al., 2012). People work and communicate cooperatively, regularly, and reflectively, establishing community and sharing resources, responsibilities, skills, decisions, and advocacy for the students' benefit (A. I. Nevin, Cramer, Voigt, & Salazar, 2008; Salend, Staehr Fenner, & Kozik, 2012; Swedeen, 2009). School districts provide support, professional development, time, and resources to restructure their programs to support individuals in working collaboratively and reflectively to address students' strengths and challenges (Cushing et al., 2009).

## Mainstreaming

While the concept of inclusion grew out of and replaced the term *mainstreaming*, it shares many of its philosophical goals and implementation strategies. Therefore, you may hear some people use them interchangeably, while others see them as very different concepts (Mesibov, 2008) (see Figure 1.1). **Mainstreaming** referred to the partial or full-time programs that educated students with disabilities with their general education peers. Often, the decision to place students in mainstreamed settings was based on educators' assessment of their readiness; thus, it was implied that students had to earn the right to be educated full-time in an age-appropriate general education classroom. The definition and scope of mainstreaming varied greatly, from any interactions between students who did and did not have disabilities to more specific integration of students with disabilities into the social and instructional activities of the general education classroom.

**MAKING CONNECTIONS**

Find out more about how to use differentiated instruction to help all students access and succeed in the general education curriculum in Part III of this book.

**ON DEMAND** Learning 1.2

In this video, learn more about creating a secondary-level inclusive classroom.

**ON DEMAND** Learning 1.3

In this document, learn more about creating an elementary inclusive classroom.

**FIGURE 1.1** A comparison of inclusion and mainstreaming

| Inclusion | Mainstreaming |
|---|---|
| **Who** | |
| • All learners have the right to be educated in general education classrooms. | • Selected learners earn their way into general education classes based on their readiness as determined by educators. |
| **What** | |
| • Full access to the general education curriculum and all instructional and social activities | • Selected access to the general education curriculum and instructional and social activities |
| **Where and When** | |
| • Full-time placement in general education classrooms | • Part-time to full-time placement in general education classrooms |
| **How** | |
| • A full range of services is integrated into the general education setting (e.g., cooperative teaching).<br>• General and special education are merged into a unified service delivery system. | • A full range of services is delivered inside and outside the general education setting (e.g., resource room).<br>• General and special education are maintained as separate service delivery systems. |
| **Why** | |
| • To foster the academic, social-emotional, behavioral, and physical development of students and to prepare them to be contributing members of society | • To foster the academic, social-emotional, behavioral, and physical development of students and to prepare them to be contributing members of society |

The least restrictive environment (LRE) requires educational agencies to educate students with disabilities as much as possible with their peers who do not have disabilities. How does the LRE principle work in your school district?

## Least Restrictive Environment

**WHAT IS THE LEAST RESTRICTIVE ENVIRONMENT?** Inclusion is rooted in the concept of the **least restrictive environment (LRE)**, which requires schools to educate students with disabilities as much as possible with their peers who do not have disabilities (Cosier & Causton-Theoharis, 2011). The LRE is determined individually, based on the student's educational strengths and challenges rather than the student's disability (M. L. Yell, 2012). Although the LRE concept creates a presumption in favor of the placement of students with disabilities in inclusive classrooms, it also means that students can be shifted to self-contained special education classes, specialized schools, and residential programs only when their school performance indicates that even with supplementary aids and services, they cannot be educated satisfactorily in a general education classroom (McLeskey, Landers, Hoppey, & Williamson, 2011).

The LRE encourages students to attend school as close as possible to their homes

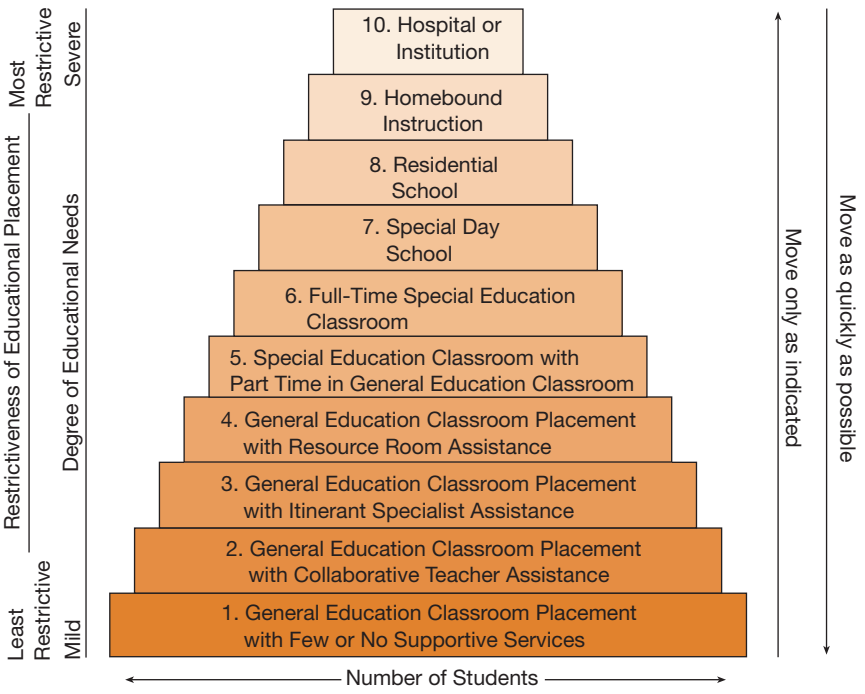
and to interact with other students from their neighborhood. The participation of students with disabilities in all parts of the school program, including nonacademic and extracurricular activities, is another important aspect of the LRE. The LRE also relates to the *principle of natural proportions*, according to which the ratio of students with and without disabilities in a classroom reflects the ratio of the larger population.

## Continuum of Educational Placements

To implement the LRE and organize the delivery of special education services, school districts use a continuum of educational placements ranging from the highly *integrated* setting of the general education classroom to the highly *segregated* setting where instruction is delivered in hospitals and institutions. Although variation exists within and among schools and agencies, Figure 1.2 presents the range from most to least restrictive educational placements for students, which vary in the extent to which students have access to the general education curriculum and peers. A student is placed in the LRE based on his or her strengths and challenges. A student moves to a less restrictive educational environment as quickly as possible and moves to a more segregated one only when necessary.

*Option 1. General education classroom placement with few or no supportive services.* The LRE is the general education classroom with few or no supportive services. The student is educated in the general education classroom, with the classroom teacher having the primary responsibility for designing and teaching the instructional program. The instructional program is differentiated for the student via a range of universally designed, culturally responsive and evidence-based teaching practices and technologies to support the student's learning. Indirect services, such as professional development designed to help teachers differentiate the instructional program for students with disabilities, may be offered.

**FIGURE 1.2** Continuum of educational services



*Option 2. General education classroom placement with collaborative teacher assistance.* This placement option is similar to option 1. However, the general education classroom teacher and the student receive collaborative services from a co-teacher or ancillary support personnel in the inclusive classroom. The collaborative services vary, depending on the nature and level of the student's strengths and challenges as well as the professional practices of the teacher.

*Option 3. General education classroom placement with itinerant specialist assistance.* Teaching takes place in the general education classroom, and the student also receives supportive services periodically from itinerant teachers, usually within the inclusive classroom.

*Option 4. General education classroom placement with resource room assistance.* Students with disabilities educated in inclusive classrooms receive direct services from resource room teachers, usually in a separate **resource room** within the school (McLeskey & Waldron, 2011). Resource room teachers provide individualized remedial instruction related to specific skills (e.g., note taking, study skills, and so on) and provide supplemental content area instruction that supports and parallels the instruction given in the general education classroom. The resource room teacher also can collaborate with general classroom teachers to plan and implement universally designed, culturally responsive and differentiated instructional practices for students. For example, a content area teacher and a resource room teacher might meet to identify the essential academic language that supports the key concepts in units of instruction (Berg & Wehby, 2013). They would then coordinate their instruction, with the resource room teacher providing supplementary instruction to help students master the key academic language they identified.

*Option 5. Special education classroom placement with part-time in the general education classroom.* In this option, the student's primary placement is in a special education classroom within the same school building as peers who do not have disabilities. The student's academic program is supervised by a special educator. The amount of time spent in the general education setting for academic instruction and socialization varies.

*Option 6. Full-time special education classroom.* This placement alternative is similar to option 5. However, contact with peers who do not have disabilities typically is exclusively social; teaching takes place in a separate classroom. Students in option 6 share common experiences with other students on school buses, at lunch or recess, and during schoolwide and after-school activities.

*Option 7. Special day school.* Students in this placement alternative attend a school different from that of their neighborhood peers. Placement in a **special day school** allows school districts to centralize services. This option is highly restrictive and is sometimes used with students with more significant emotional, physical, and cognitive disabilities.

*Option 8. Residential school.* Residential programs also are designed to serve students with more significant educational and social challenges. Students attending **residential schools** live at the school and participate in a 24-hour program. In addition to providing education, these programs offer the comprehensive medical and psychological services that students may need.

*Option 9. Homebound instruction.* Some students, such as those who are recovering from surgery or an illness or who have been suspended from

school, may require **homebound instruction**. In this alternative, a teacher teaches the student at home. Technological advances including webcams and other devices and Apps now allow students who are homebound or in hospitals to interact and take classes with their peers at school.

*Option 10. Hospital or institution.* Placing individuals with disabilities in hospitals and institutions has been reduced, but it still exists. As with the other placement options, education must be part of any hospital or institutional program. These placements should be viewed as short term, and an emphasis should be placed on moving these individuals to a less restrictive environment.

Judicial decisions have established guidelines that school districts must consider when implementing the LRE concept for students (Hulett, 2009; Murdick, Gartin, & Fowler, 2014). Taken together, these cases suggest that *all students* have a right to be educated in general education settings and that in placing a student in the LRE, school districts should consider the following:

- The anticipated educational, noneducational, social, and self-concept benefits in the general education setting compared with the benefits of the special education classroom
- The impact on the education of classmates without disabilities

# Factors Contributing to Inclusion

WHAT FACTORS CONTRIBUTED TO THE MOVEMENT TO EDUCATE LEARNERS IN INCLUSIVE CLASSROOMS? The number of school districts implementing inclusion for their students with disabilities has increased significantly, and the movement toward educating *all students* in general education classes continues to be an ongoing direction for the field of education (McLeskey et al., 2011). In the following sections, we look at several factors contributing to this movement. Societal changes have also occurred, and inclusion has proved to be effective for educating diverse learners in general education classrooms.

## Normalization

Inclusion is rooted in the principle of **normalization**, which originated in Scandinavia and was later brought to the United States in the 1960s. Normalization seeks to provide opportunities, social interactions, and experiences that parallel those of society to adults and children with disabilities (McLaughlin, 2010). Thus, the philosophy of educating students with disabilities in inclusive settings rests on the principle that educational, housing, employment, social, and leisure opportunities for individuals with disabilities should resemble as closely as possible the opportunities and activities enjoyed by their peers who do not have disabilities. Think back to the chapter-opening vignette: Whereas Marie spent some time in an institution, this option was never considered for Mary, in part, because of normalization, which also fostered **deinstitutionalization**, the movement of individuals with special needs from institutional settings to community-based settings.

Normalization seeks to promote the inclusion of individuals with disabilities within their communities. In what ways has the normalization principle been implemented in your community?

## Early Intervention and Early Childhood Programs

The effectiveness of early intervention and early childhood programs (like the one Mary attended) has promoted the placement of students with disabilities in general education settings (Hooper & Umansky, 2014). Effective early intervention and early childhood programs offer *all students* and families access to the following:

- *Developmentally, individually, and culturally appropriate and evidence-based practices and curriculum*: Research-based instructional practices and curriculum designed and systematically implemented to address the individual, developmental, and cultural needs of students
- *Natural environments*: The settings where young children commonly learn everyday skills
- *Family-centered service coordination*: The process of forming collaborative partnerships with families to assist them in identifying and obtaining the services, supports, and resources they need to foster learning and development
- *Transition practices*: The planning and delivery of practices that help young children make the transition to general education classrooms (Diamond, Justice, Siegler, & Snyder, 2013; Maag & Katsiyannis, 2010).

These programs have increased the physical, motor, cognitive, language, speech, literacy, socialization, and self-help skills of many children from birth through age 6 (Lamy, 2013; D. A. Phillips & Meloy, 2012). They have also reduced the likelihood that children would be in special education, empowered families to promote their child's development, and decreased the probability that children with disabilities will be socially dependent and institutionalized as adults. In a follow-up study comparing adults who received early childhood services with adults who did not, those who received early childhood services were more likely to graduate high school, had better attitudes toward school, made more money, attained a higher level of education, and used fewer social services than those who did not (Raver, 2009).

Assistive technology devices have promoted the inclusion movement. How have you and your family benefited from assistive technology?

## Technological Advances

As we saw in the chapter-opening vignette, Mary's success in inclusive settings also was fostered by technology that was not available when Marie was growing up. These innovative technological advances have changed the quality of life for many individuals with disabilities, empowering them by fostering their access, independence, learning, socialization, and achievement (D. L. Edyburn, 2013). Assistive technology allows individuals with communication, physical, learning, and sensory disabilities to gain more control over their lives and environment as well as greater access to society and general education classrooms (Bouck, Maeda, & Flanagan, 2012; Dell, Newton, & Petroff, 2012). Although these devices were developed for individuals with disabilities, they have consequences and benefits for *all members of society.*

Assistive technology is often categorized as being high, mid, or low technology. **High-technology devices** tend to have more sophisticated electronics, and to be costly, and commercially produced and require some education to

use effectively. High-technology devices that are used in classrooms include electronic augmentative and alternate communication systems, speech recognition and reading systems, motorized wheelchairs, and touch screens. **Mid-technology devices** are battery operated or have some basic circuitry and include portable word processors, handheld voice recorders and reading devices, and Smartpens. **Low-technology devices** are usually inexpensive, non-electric, easy to use, readily available, and homemade. Low-technology assistive devices that students may use in the classroom include teacher-made communication boards, reading masks, pencil holders, and strings attached to objects to retrieve them if they fall on the floor. Because of the important roles technology

# Using Technology to Promote Inclusion

## Fostering Inclusion and Independence

My name is Robin Smith. I always wanted to be a teacher and was excited when my goal became a reality. I enjoyed my job and looked forward to going to school every day. After several years of teaching, I started to feel exhausted and have recurring body aches. When I wasn't teaching or eating, I was sleeping. After 2 years, I was finally diagnosed as having adult-onset severe rheumatoid arthritis.

My condition got worse, and I had to leave teaching. My fingers were like clay as they seemed to take a different shape every day. Eventually, I moved back home with my family. I could barely move my arms and legs and entered a hospital for several months. Upon leaving the hospital, my life revolved around sleeping, eating, and going to physical therapy five times a week.

I took arthritis and anti-inflammatory medications, which over time helped me regain limited use of my hands and feet. With the help of a motorized wheelchair, I started to get involved in the community. I also became active in several groups advocating for individuals with disabilities. I used a tape recorder with dictation and a 1-pound portable computer to write grants for these groups and to prepare materials to lobby legislators.

Although I was feeling better physically and emotionally, I missed teaching. I wanted to combine my love of teaching and my advocacy work and decided to pursue a doctorate in special education. My state's Office of Vocational Rehabilitation helped me in several ways. I needed a vehicle to get to and from my home to school and to participate in other required off-campus activities. After I purchased a vehicle, Office of Vocational Rehabilitation paid to retrofit it so that I could drive it and transport my motorized chair. This involved raising the roof and installing a lift, zero-effort steering, automatic gear shifting, toggle switches, and an electronic seat. While these adaptations helped, I used some homemade materials to more efficiently use the vehicle. I used a long and short dressing stick to reach the radio, fan, temperature controls, and gear-shift buttons and to pick up things from the floor. I also tied a string to the directional signal to make it easier for me to use. I used to use a "reacher" to pull tickets out of machines when entering a toll booth. Now that most toll booths have an electronic system, I use the reacher only to enter parking areas.

My success in school was aided by use of a small computer that was like a personal digital assistant with a keyboard. I used it to take notes and as a word processor, calendar, and address book. After school, I transferred the information to a desktop computer. I also tried voice recognition software, but I found it inconsistent. I completed my doctorate and was pleased to be hired as a special education professor. I continue to use many of the same things I did as a student to do the different aspects of my job.

The university I work for is about 200 miles from my family, so I live alone, which is a challenge. However, I use several everyday things to make my life a little easier. I place long sticks with hooks throughout my home so that I can reach things and put my clothes on. I tie strings to the doors to help me open and close them and clip key rings and other small important objects to my clothes so I don't drop them. I tie loops on light objects so that I can pick them up from the floor with my sticks, and I use a dustpan with a handle to pick up heavier items. I use an antiskid mat to get up from chairs and electronic gadgets in the kitchen.

As with many other people, it has been a challenge for me to meet my goals. However, my personal strength and ingenuity, the support of others, and access to technology has helped me reach my goals.

- What assistive devices were helpful to Robin?
- How did these assistive devices foster Robin's independence and inclusion in society?
- How was Robin able to obtain these assistive devices?
- How would Robin's life be different if she did not have access to these assistive devices?
- What assistive devices might benefit your students?
- How can you help your students obtain these devices?

# UDL and You

## Understanding Universal Design for Learning

The movement toward inclusion has been fostered by the application of the principles of Universal Design for Learning (UDL) to educational settings. Universal design, which originated in the field of architecture, is a concept or philosophy that guides the design and delivery of products and services so that they are usable by individuals with a wide range of capabilities and diversities (Baglieri, Valle, Connor, & Gallagher 2011). For example, although ramps may originally be designed for use by people who have difficulty walking up stairs, they also facilitate access for individuals who push baby strollers, make deliveries, and ride bicycles.

Based on universal design, neuroscience, and educational research, the application of UDL means that educators need to be prepared to identify educational barriers that hinder student access and performance and then plan ways to minimize those barriers by building differentiation, preference, and accommodation into their practices to foster student access and success (T. E. Hall, Meyer, & Rose, 2011; Lapinski, Gravel, & Rose, 2011). The value of UDL as a 21st-century pedagogical model has been recognized by educators and codified in federal legislation (D. L. Edyburn, 2013). In the Higher Education Opportunity Act, the U.S. Congress mandated that all educators be prepared to use UDL and defined UDL as follows:

A scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides accommodations, supports, and challenges, and maintains high achievement expectations for all students with disabilities and students who are limited English proficient. (Public Law No. 110-315, 103[a][24])

Although technology is an important aspect of building customization into teaching and learning (P. Coyne, Pisha, Dalton, Zelph, & Cook Smith, 2012), the use of evidence-based practices and reasonable accommodations that may or may not involve technology are also essential elements in the implementation of UDL in educational settings (Basham & Marino, 2013; D. H. Rose, Gravel, & Domings, 2011). Thus, UDL applies universal design to educational settings to providing the appropriate supports and challenges that help *all learners* access the general education curriculum and succeed in inclusive classrooms by providing multiple means of the following:

- *Representation*, by which you present content, academic language, directions, learning activities, and materials explicitly and in varied ways so that *all* students can access and understand them (e.g., employ visual, graphic, auditory and multilingual formats, media, and combinations for presenting and highlighting directions, academic language and content such as oral statements, text, digital text and pictorials, visual/graphic organizers, video- and audio-based materials, and peer and adult supports)
- *Action and expression*, by which you offer *all* students a variety of ways to show their learning and what they know (e.g., use different formats, assistive technologies, and combinations for students to respond and demonstrate and express their mastery, such as written, oral, and technology-based projects; role plays; simulations; presentations; tests; and peer-based assignments)
- *Engagement*, by which you use a range of classroom practices to foster student attention, interest, and motivation to prompt and encourage *all* students to perform at their optimal levels and be involved in the learning process (e.g., employ varied and motivating instructional formats and activities to foster student engagement, such as giving students choices; connecting learning to students' lives; employing instructional activities that are culturally, ethnically, racially, and gender relevant; prompting students to use learning strategies and self-management techniques; and using peer-mediated and technology-based instruction) (Courey, Tappe, Siker, & Lepage, 2013)

**ON DEMAND** Learning 1.4

In this video, you'll learn more Universal Design for Learning (UDL).

can plan in fostering inclusion into all aspects of society, each chapter of this book contains a section titled "Using Technology to Promote Inclusion." This section provides you with information about and applications of various technologies that you and your students can use to foster the efficacy of inclusion.

The section titled "UDL and You" in each chapter of this book provides you with ways to apply UDL to help design and implement flexible curriculum and teaching and assessment materials and strategies and learning environments as well as

your interactions with others so that they are inclusive of *all* of the students, families, and the professionals with whom you work.

## Civil Rights Movement and Resulting Court Cases

> Separate educational facilities are inherently unequal. This inherent inequality stems from the stigma created by purposeful segregation which generates a feeling of inferiority that may affect their hearts and minds in a way unlikely ever to be undone. (Earl Warren, chief justice of the Supreme Court, *Brown v. Board of Education*)

The impetus toward educating students like Mary in inclusive classrooms was also aided by the civil rights movement. The precedent for much special education–related litigation was established by *Brown v. Topeka Board of Education* (1954). The decision in this landmark civil rights case determined that segregating students in schools based on race, even if other educational variables appear to be equal, is unconstitutional. This refutation of the doctrine of "separate but equal" served as the underlying argument in court actions brought by families to ensure the educational rights of students with disabilities and students from diverse cultural and linguistic backgrounds (Artiles, Kozleski, Trent, Osher, & Ortiz, 2010). The decisions in these court cases served as the catalyst for the federal laws related to the education and inclusion of all students, including guaranteeing that students with disabilities received a free and appropriate public education (Murdick et al., 2014; M. L. Yell, 2012).

One example of such a court action is *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* (1972), which helped establish the precedent for educating students with disabilities in the public school system. In this case, the families of children like Marie questioned the Pennsylvania School Code that was being used to justify the education of students with disabilities in environments that segregated them from their peers without disabilities. In a consent agreement approved by the court, the Commonwealth of Pennsylvania agreed that all students with mental retardation (the term used at that time) had a right to a free public education. The agreement further stated that placement in a general education public school classroom is preferable to more segregated placements and that families have the right to be informed of any changes in their children's educational program. Figure 1.3 summarizes the important court cases addressing students with disabilities and students from culturally and linguistically diverse backgrounds that have informed inclusive educational practices.

Recognizing that language shapes our perceptions, the field of special education has moved away from using the term *mental retardation* because of the stigma associated with it (A. Turnbull et al., 2010). Therefore, although the term *mental retardation* continues to appear in the Individuals with Disabilities Education Act, this book uses the term *intellectual disability* to refer to individuals identified previously as having mental retardation (Schalock et al., 2007), which is consistent with the terminology used by organizations throughout the world.

## Advocacy Groups

Fueled by the momentum of civil rights campaigns, advocacy groups of family members like Mary's and Marie's parents, professionals, and individuals with disabilities banded together to seek civil rights and greater societal acceptance for individuals with disabilities (Garrick Duhaney & Salend, 2010). Besides alerting the public to issues related to individuals with disabilities, advocacy groups lobbied state and federal legislators, brought lawsuits, and protested polices of exclusion and segregation. The result was greater societal acceptance and rights for individuals with disabilities like Mary.

**REFLECTIVE**

What do you think of when you hear or use the term *mental retardation*? *Intellectual disability*?

**FIGURE 1.3** Court cases informing special and inclusive educational practices

| Court Case | Decision |
|---|---|
| *Hobson v. Hansen*(1967) | The federal district court for the District of Columbia ruled that tracking was unconstitutional,as it segregated students on the basis of race and/or economic status. |
| *Diana v. California State Board of Education*(1970) | The California State Board of Education agreed to modify its practices for identifying Mexican American students referred to special education, including testing students in their primary language, eliminating culturally-biased test items, and creating alternative measures of intelligence. |
| *Pennsylvania Association for Retarded Citizens (PARC) v. Commonwealth of Pennsylvania* (1972) | A consent agreement established that all students with mental retardation in Pennsylvania have a right to a free public education and that placement in a general education classroom and school is preferable to more segregated placements. |
| *Mills v. Board of Education of the District of Columbia*(1972) | A federal judge ruled on constitutional grounds that students with disabilities in the District of Columbia were entitled to a free publication education. |
| *Lau v. Nichols*(1974) | The U.S. Supreme Court extended the concept of equal educational opportunity to include special language programs for English language learners. |
| *Larry P. v. Riles*(1979) | The federal district court in California ruled that intelligence tests were racially and culturally biased and ordered California to develop nondiscriminatory procedures for placing students in special education. |
| *Board of Education of the Hendrick Hudson School District v. Rowley* (1982) | The Supreme Court ruled that the Individuals with Disabilities Education Act (IDEA) was designed to provide students with disabilities reasonable opportunities to learn but that it did not require school districts to help them reach their potential. |
| *Irving Independent School District v. Tatro*(1984) | The Supreme Court established that whether a medical service is a related service depends on who provides it rather than the service itself. |
| *Daniel R. R. v. State Board of Education*(1989) | The U.S. Court of Appeals established a two-part test for determining placement in the least restrictive environment related to the provision of supplementary aids and services and the extent to which the student has been integrated to the maximum extent appropriate. |
| *Timothy W. v. Rochester, N.H. School District*(1989) | The Supreme Court let stand a U.S. Court of Appeals ruling that no matter how severe a student's disability is or how little a student may benefit, the school must educate the student. |
| *Oberti v. Board of Education of the Borough of Clementon School District* (1992) | The U.S. Court of Appeals decided that school districts must consider placement in general education settings with the use of supplementary aides and services before considering more restrictive placements. |
| *Agostini v. Felton*(1997) | The Supreme Court ruled that school districts may provide on-site special education and related services to students with disabilities attending religious schools |
| *Cedar Rapids Community School District v. Garret F.*(1999) | The Supreme Court ruled that IDEA entitles students with disabilities to necessary nonmedical services regardless of their cost to the school district. |

Various economic, political, and environmental factors have increased the number of individuals with disabilities, adding to the growth of the disability rights movement. Individuals with disabilities have transformed themselves from invisible and passive recipients of sympathy to visible and active advocates of their rights as full members of society. These advocacy groups also have created a disability culture and disability studies movement in education that redefines, celebrates, and affirms disability; fosters community among individuals with disabilities; promotes disability awareness and education; and challenges society's conventional notions of disability (Baglieri et al., 2011; R. M. Smith, Gallagher, Owen, & Skrtic, 2009).

**ON DEMAND** Learning 1.5

In this video, you'll learn more about the advocacy roles played by individuals with disability and their view of what it means to be an individual with a disability.

## Segregated Nature of Special Schools and Classes

As the institutionalization of individuals with disabilities declined, the number of special schools and special classes within public schools for students with disabilities rose. However, educators, families, and advocacy groups eventually questioned the segregation of these students. For instance, as early as 1968, Lloyd Dunn argued that special education classes for students with mild disabilities were not justifiable because they served to track students, which led to lowered student self-concepts and teacher expectations.

Studies on the effectiveness of special education programs also revealed that, progress aside, students with disabilities, especially those from culturally and linguistically diverse and lower socioeconomic backgrounds, still have relatively poor academic performance, high dropout and incarceration rates, and low employment rates (Artiles et al., 2010; McLaughlin, 2010; Valle & Connor, 2011). In addition, students with disabilities who graduate high school are less likely to attend college than their peers without disabilities (Wagner, Newman, Cameto, Garza, & Levine, 2005).

## Disproportionate Representation

Advocacy groups also raised concerns about the **disproportionate representation** of students from culturally and linguistically diverse backgrounds, including English language learners, in special education classes that segregated these students, regarding inclusive placements as a way to counter this segregation. For the purposes of this text, *culturally and linguistically diverse students* are defined as those who are not native members of the Euro-Caucasian culture base currently dominant in the United States and/or those whose native or primary language is not English. *English language learners* refer to students "whose native language is a language other than English or who come from an environment where a language other than English is dominant" (Artiles, Rueda, Salazar, & Higareda, 2005, p. 284).

Disproportionate representation, also referred to as *disproportionality*, is the presence of students from a specific group in an educational program that is higher (referred to as **overrepresentation**) or lower (referred to as **underrepresentation**) than one would expect based on their representation in the general population of students (Jasper & Bouck, 2013). Although usually thought of as related to educational classification and placement, it also includes overrepresentation and underrepresentation in terms of access to programs, services, resources, curriculum, instruction, technology, testing accommodations, and disciplinary actions (Sullivan & Bal, 2013).

Unfortunately, concerns about the overrepresentation and underrepresentation of students from culturally and linguistically diverse backgrounds are a reality for some groups and a persistent challenge encountered by schools (Bal,

Students from culturally and linguistically diverse backgrounds, particularly African American and Native American males, tend to be overrepresented in special education programs and underrepresented in programs for gifted and talented students. Why do you think this is the case?

Sullivan, & Harper, 2014; Ford, 2012; Jasper & Bouck, 2013). African American and Native American students and students from low-income backgrounds, particularly males, are overrepresented in terms of their classification as students with three types of disabilities: learning disabilities, intellectual disability, and emotional disturbance. Research also shows that English language learners, particularly older students, also are overrepresented in the special education categories of learning disabilities, intellectual disability, and speech and language impaired and underrepresented in the category of emotional disturbance (Gage, Gersten, Sugai, & Newman-Gonchar, 2013; Sullivan, 2011). Once identified as in need of special education, these students are usually placed in a segregated separate program that hinders their educational and social performance and postsecondary outcomes by limiting their access to the general education curriculum and (Artiles et al., 2010; Jasper & Bouck, 2013; Waitoller, Artiles, & Cheney, 2010).

Conversely, when a specific group of students participate at lower rates than their prevalence in the general population of students, underrepresentation is occurring. For example, Hispanic, Native Indian, and African American students are underrepresented in programs designed for gifted and talented students (Ford, Grantham, & Whiting, 2008), and females and Asian American students are underrepresented in special education programs (Doan, 2006; Manwaring, 2008). Underrepresentation also can have a negative impact on students' academic and social performance because it denies them access to services, programs, and resources tailored to address their educational strengths and challenges. For example, data show that students of color are underidentified or later identified as having an autism spectrum disorder than White students, which can limit their access to early intervention services (J. E. Hart & More, 2013).

## Standards-Based Education Initiatives

Several national initiatives related to standards-based education, such as No Child Left Behind, Race to the Top, and Common Core Standards, have impacted the movement toward inclusion (McLeskey et al., 2011). Standards-based education refers to establishing common curriculum and educational outcomes for *all* students and assessing the effectiveness of schools and educators in terms of the extent to which they help their students attain learning benchmarks that are aligned to the established knowledge and skills within the curriculum (McLaughlin, 2010).

**NO CHILD LEFT BEHIND** The provisions of the **No Child Left Behind Act (NCLB)** of 2001 called on schools to restructure and coordinate their efforts and programs to help *all students*—including those with disabilities—have access to and succeed in the general education curriculum to meet specific learning standards (A. Turnbull et al., 2010). The NCLB also has established that *all students* should be included in **high-stakes assessments** aligned with statewide learning standards and contained accountability provisions mandating that school districts show they are making adequate yearly progress on state tests for *all their students*, including subgroups of students identified in terms of their disability, socioeconomic status, language background, race, and ethnicity (Bouck, 2013b). Schools and school districts that fail to achieve adequate yearly progress are

designated as *in need of improvement*. In addition to the accountability and testing mandates of NCLB, you should be aware of its other important provisions that affect you and your students and their families, including these:

- Mandating that school districts provide *all students* with highly qualified teachers.
- Fostering the use of scientifically based research educational practices

**RACE TO THE TOP.** The Race to the Top (RTTT) initiative maintained many of the major tenets of NCLB, such has focusing on evidence-based practices, data-based instructional decision making, improving high-need schools, and school and teacher accountability by aligning measures of student growth with school and teacher effectiveness (Benedict, Thomas, Kimerling, & Leko, 2013). However, RTTT altered some of the ways in which students, schools, and teachers are assessed. Rather than focusing on adequate yearly progress, RTTT established college and career readiness as the goal and the measure of a school's effectiveness. The RTTT also called for using multiple measures of student progress rather than just standardized test scores and has encouraged states to use a range of teacher evaluation models to assess teacher quality, including a growth model that tracks measures of progress by examining the performance of the same groups of students over time.

**COMMON CORE.** The Common Core identifies learning standards related to what students should know and be able to do that serves as a framework guiding the development of curriculum that prepares students for success in post-secondary education and careers in the 21st century. Rather than emphasizing memorization of information, the Common Core focuses teaching and learning on the development of critical thinking, problem solving, self-expression, and content knowledge across the curriculum so that all students are cognitively engaged and can read and comprehend complex and informational text; communicate cogently and persuasively via writing, speaking, and listening; understand mathematics; reason mathematically; analyze, interpret, present, and evaluate evidence; use technology and media; and work collaboratively with a diverse group of individuals (Alberti, 2013).

You can help your students meet the challenges associated with the Common Core by developing their content knowledge, creativity, literacy, and 21st-century skills by maintaining high expectations for *all* of your students, differentiating your instruction by employing UDL, culturally responsive and evidence-based practices, using and teaching your students to use technology, and providing opportunities for students to read content-rich nonfiction and a range of different types of texts, work collaboratively, and complete long-term, real-world, and problem-based projects (A. M. Butler, Monda-Amaya, & Yoon, 2013; Constable, Grossi, Moniz, & Ryan, 2013; Lodato Wilson, 2013). It also means that you need to employ a multidisciplinary, innovative, inquiry-based, and problem-solving approach to teaching, promote students' academic language and text comprehension across the curriculum, teach your students to use learning strategies and how to generalize their learning to content areas and contexts, and encourage your students to be self-motivated, lifelong learners (Rosefsky Saavedra & Opfer, 2012; Shanahan, 2013a; Straub & Alias, 2013). In subsequent chapters of this book, you will learn about these and other strategies to help your students access and succeed in your curriculum.

**ON DEMAND** Learning 1.6

In this video, you will learn more about the implementation of the Common Core Standards for English Language Arts and Literacy and Mathematics at the elementary level.

**ON DEMAND** Learning 1.7

In this video, you will learn more about the implementation Common Core Standards for English Language Arts and Literacy and Mathematics at the secondary level.

**MAKING CONNECTIONS**

Find out more about high-stakes testing, including assessment alternatives, in Chapter 12.

**STANDARDS-BASED EDUCATION AND INCLUSION.** These standards-based education initiatives have both fostered and hindered the implementation

of inclusive classrooms. In support of inclusive education, these efforts seek to make schools accountable for educating *all students* and translating assessment results into instruction that supports the attainment of benchmarks linked to learning standards that prepare students to be successful and contributing members of society. Thus, rather than segregating students with disabilities, many schools are implementing inclusion programs to provide *all students* with a general education aligned to established and rigorous learning standards that prepare them for successful transitions when they graduate.

Although the intent of the standards-based education movement has focused attention on educational equality and quality for *all students* including those with special needs (W. H. Schmidt & Burroughs, 2013), concerns about its impact on students, educators, and inclusive education have been raised (Cuban, 2012; Haager & Vaughn, 2013). These concerns include the standardization of the curriculum leading to *one-size-fits-all* curricular goals and pedagogical practices; the loss of individualization, evidence-based instruction, and appropriate accommodations; and the overreliance on documenting student learning and judging educator effectiveness based mainly on student test scores (which can lead to teaching to the test) (Ludlow, 2013; Moats, 2012). For instance, some schools with high numbers of students who struggle to meet the testing performance requirements associated with standards-based education movement are narrowing the curriculum, which means that more instructional time is spent on reading and math and less time to other subjects (i.e., social studies, art, and music) (David, 2011).

The academic, linguistic, and social components of the Common Core may present difficulties for students with learning, language, behavioral, and socialization challenges, which can negatively impact their school performance (Constable et al., 2013; Moats, 2012). For example, specific students may encounter social, behavioral, learning, language, experiential, and cultural challenges in initiating social interactions, formulating and asking questions, using and comprehending academic language, and problem solving.

The creation and implementation of valid, reliable, and equitable measures of teacher quality that support the learning and teaching processes for all types of learners and educators working also presents numerous challenges that can undermine inclusive efforts (Benedict et al., 2013). One major challenge is the failure of existing teacher evaluation models to adequately address issues, interventions, research, and policies related to students with disabilities and English language learners (N. D. Jones, Buzick, & Turkan, 2013). Additionally, some educators are reluctant to have students with special needs, as they are fearful that their performance will negatively impact their effectiveness ratings (Liu, 2013).

## Laws Affecting Special Education

WHAT ARE THE LAWS THAT AFFECT SPECIAL EDUCATION? The factors just discussed helped shape several education and civil rights laws designed primarily to include individuals with disabilities like Marie and Mary in *all* aspects of society. These laws share four major goals related to the inclusion, self-determination, and independence for individuals with disabilities in schools and society, including (1) equal opportunity, (2) full participation, (3) economic independence, and (4) independent living (McLaughlin, 2010).

The most important of these laws relating to education is the Individuals with Disabilities Education Act. Before it was enacted into law in 1975, more than 1 million students with disabilities like Marie were denied a public education, and those who attended public schools were segregated from their peers without disabilities. Since its enactment, students with disabilities have gained greater access to inclusive classrooms and the general education curriculum.

## The Individuals with Disabilities Education Act

Initially known as the Education for All Handicapped Children Act (Public Law 94-142), this legislation has been amended numerous times since its passage in 1975 and was renamed the Individuals with Disabilities Education Act (IDEA) in 1990 and the Individuals with Disabilities Educational Improvement Act in 2004. Highlights of these amendments are discussed next. IDEA mandates that a *free and appropriate education* be provided to all students with disabilities, regardless of the nature and severity of their disability. It affirms that disability is "a natural part of the human experience" and acknowledges the normalization principle by asserting that individuals with disabilities have the right to "enjoy full inclusion and integration into the economic, political, social, cultural, and educational mainstream of society." IDEA is the culmination of many efforts to ensure the rights of full citizenship and equal access for individuals with disabilities.

IDEA is based on six fundamental principles that govern the education of students with disabilities (Turnbull, Turnbull, Wehmeyer, & Shogren 2013). Under the first principle, *zero reject*, schools cannot exclude any student with a disability, and each state must locate children who may be entitled to special education services. Under the second principle, *nondiscriminatory evaluation*, schools must evaluate students fairly to see whether they have a disability and provide guidelines for identifying the special education and related services they will receive if they do have a disability. The principle of a *free and appropriate education* requires schools to follow individually tailored education for each student defined in an **individualized education program (IEP)**. The principle of the LRE requires schools to educate students with disabilities with their peers who do not have disabilities to the maximum extent appropriate. The *procedural due process* principle provides safeguards against schools' actions, including the right to sue if schools do not carry out the other principles. The final principle requires *family and student participation* in designing and delivering special education programs and IEPs.

## An Overview of IDEA from 1975 to the Present: A Changing IDEA

Since IDEA was first passed in 1975, it has been amended and changed numerous times.

**PUBLIC LAW 94-142: EDUCATION FOR ALL HANDICAPPED CHILDREN ACT** Passed in 1975, this act mandates that a free and appropriate education be provided to *all students* with disabilities, regardless of the nature and severity of their disability. It outlines the IEP and states that students with disabilities will be educated in the LRE with their peers who do not have disabilities to the maximum extent appropriate. It also guarantees that students with disabilities and their families have the right to nondiscriminatory testing, confidentiality, and due process.

**PUBLIC LAW 99-457: INFANTS AND TODDLERS WITH DISABILITIES ACT OF 1986** Public Law 99-457 extended many of the rights and safeguards of Public Law 94-142 to children with disabilities from birth to 5 years of age and encouraged early intervention services and special assistance to students who are at risk. It also included provisions for developing an individualized family service plan for each child.

**PUBLIC LAW 101-476: INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 1990** In 1990, Public Law 101-476 changed the title of Public Law 94-142

MAKING CONNECTIONS
Find out more about individualized family service plans in Chapter 2.

**REFLECTIVE**

By replacing the term *handicapped* with the term *disabilities* in IDEA, Congress recognized the importance of language. What do the terms *regular*, *normal*, and *special* imply? How do these terms affect the ways we view individuals with disabilities and the programs designed for them? Do these terms foster inclusion or segregation?

from the Education for All Handicapped Children Act to the Individuals with Disabilities Education Act, reflecting "individuals-first" language (i.e., using the term *students with learning disabilities* rather than *learning disabled students*) to emphasize the individual rather than disability (Russell, 2008; Snow, 2009). Additionally, all uses of the term *handicapped* were replaced by the term *disabilities*.

Although I have used individuals-first language in this book, I also have tried to respect the preferences of some groups regarding what they like to be called. For instance, the National Association of the Deaf noted people who are deaf and hard of hearing prefer to be called *deaf* or *hard of hearing* and that the vast majority of organizations of the deaf use the term *deaf and hard of hearing*. Similarly, the World Federation of the Deaf voted in 1991 to use *deaf and hard of hearing* as an official designation. Therefore, I use *deaf and hard of hearing students and individuals* to refer to these individuals and students throughout the book.

IDEA continued the basic provisions outlined in Public Law 94-142 and made the following changes: the category of children with disabilities was expanded to include autism and traumatic brain injury, related services were expanded to include rehabilitation counseling and social work services, and the commitment to provide services to youth with disabilities from culturally and linguistically diverse backgrounds was increased.

**MAKING CONNECTIONS**

Find out more about how you can engage in actions and language that are respectful of students' individual differences and focus on their abilities in Chapter 6.

**PUBLIC LAW 105-17: THE IDEA AMENDMENTS OF 1997** Public Law 105-17 included several provisions to improve the educational performance of students with disabilities by having high expectations for them, giving them greater access to general education, including them in local and state assessments, and making general and special educators and administrators members of the IEP team. Public Law 105-17 also sought to strengthen the role of families in their children's education and to prevent the disproportionate representation of students from diverse backgrounds in special education programs.

**PUBLIC LAW 108-446: THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004** With the passage of Public Law 108-446, Congress made important changes to IDEA. These changes—which address the IEP, family involvement, and the special education identification and prereferral processes—are presented in the following sections (Murdick et al., 2014; M. L. Yell, 2012). Other changes of IDEA 2004 are the addition of Tourette syndrome to the list of conditions considered under the disability category of "other health impaired" and the targeting of students with disabilities who are also gifted and talented (also called *twice-exceptional students*) as a priority group whose needs should be assessed and addressed.

**CHANGES TO THE IEP AND FAMILY INVOLVEMENT** In IDEA 2004, the Congress made several changes to the IEP and the ways in which families and school districts communicate. For instance, Congress eliminated short-term objectives and benchmark requirements from student IEPs so that annual goals relate to the accountability and testing provisions of each state's learning standards and raised the age for transitional plans to 16. Congress also established procedures that allow families and school districts to agree to exempt members of the IEP team from attending meetings and established alternative ways for IEP teams to share information (e.g., video conferences or phone conferences).

**MAKING CONNECTIONS**

Find out more about the special education process, including Response to Intervention, prereferral services, and IEPs, in Chapter 2.

**CHANGES IN THE SPECIAL EDUCATION IDENTIFICATION, PREREFERRAL, AND MEDICATION REQUIREMENTS** Because of concerns about dramatic increases in the number of students with learning disabilities, IDEA 2004 provides for the development and use of new ways to identify students with learning disabilities:

- Districts can use the **Response to Intervention** method, a multitiered process whereby only students who do not respond to a series of more intensive

research-based interventions would be identified as having a learning disability (L. S. Fuchs & Fuchs, 2007).

- Districts must offer prereferral services to reduce the high rates of special education placements for their students.
- Districts cannot require students to take medications in order to attend school, receive services, or be evaluated for special education.

To assist you in meeting the mandates of IDEA, each chapter of this book contains "IDEAs to Implement Inclusion," a feature that offers examples and suggestions of the application of techniques for creating inclusive classrooms that meet the challenges of IDEA.

**ON DEMAND** Learning 1.8

In this video, you will learn more about the education of individuals with disabilities prior to and after the passage of the Individuals with Disabilities Education Act.

## Other Laws Affecting Special Education

Although your class will include many students who have unique strengths and challenges, many of these students may not be eligible for special education services under IDEA. However, they may qualify for special and general education services under two civil rights laws whose goals are to provide access to societal opportunities and to prevent discrimination against individuals with disabilities: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (C. A. Hughes & Weiss, 2008; Hulett, 2009). Under these acts, individuals qualify for services as having a disability in the following circumstances:

- They have a physical or mental impairment that substantially limits one or more major life activities.
- They have a record of such an impairment.
- They are regarded as having such an impairment by others.

Major life activities are broadly identified to include walking, seeing, hearing, speaking, breathing, learning, working, caring for self, and performing manual tasks and major bodily functions. To be covered against discrimination under these acts, an individual must be **otherwise qualified**, which means the individual must be qualified to do something (e.g, perform a job, sing in the chorus, or have the entry-level scores to be in honors classes), regardless of the presence of a disability.

**SECTION 504 OF THE REHABILITATION ACT** Some of your students may receive special education services under Section 504 of the Rehabilitation Act (Public Law 93-112), which was passed by Congress in 1973. Section 504 serves as a civil rights law for individuals with disabilities and forbids all institutions receiving federal funds from discriminating against individuals with disabilities in education, employment, housing, and access to public programs and facilities (Murdick et al., 2014; Zirkel, 2012). It also requires these institutions to make their buildings physically accessible to individuals with disabilities.

Section 504 has both similarities to and differences from IDEA (C. A. Hughes & Weiss, 2008; S. F. Shaw & Madaus, 2008) (see Figure 1.4). Like IDEA, Section 504 requires schools to provide eligible students with a free and appropriate public education, which is defined as general or special education that includes related services and reasonable accommodations. Both IDEA and Section 504 require that students be educated with their peers without disabilities to the maximum extent possible. However, because Section 504 is based on a broader functional definition of disabilities than IDEA and covers one's life span, far more individuals qualify for special education services under Section 504 than under IDEA. As a result, potential recipients of services under Section 504 include students with attention deficit disorders, social maladjustments, temporary and long-term health conditions (e.g., arthritis, asthma, or diabetes), communicable diseases, AIDS, or eating disorders and those who face the challenge of substance abuse. It also covers

**MAKING CONNECTIONS**

Find out more about how to provide appropriate services for your students who qualify under Section 504 in Chapter 2.

individuals with disabilities who are not eligible to receive services under IDEA because they are now older than 21 or because their learning difficulties are not severe enough to warrant classification as an individual with learning disabilities.

Because Section 504 addresses discrimination that denies students equal access to academic, nonacademic, and extracurricular activities, it also covers

**FIGURE 1.4** A comparison of the Individuals with Disabilities Education Act (IDEA) and Section 504

| IDEA | SECTION 504 |
|---|---|
| **Type/Purpose/Funding/Enforcement** | |
| • A federal law guaranteeing and guiding the delivery of special education services to eligible children with disabilities.<br>• Monitored and enforced by the Office of Special Education Programs of the U.S. Department of Education.<br>• Provides some federal monies to states and school districts. | • A civil rights law forbidding discrimination against individuals with disabilities who are otherwise qualified by programs that receive federal funds.<br>• Monitored and enforced by the Office of Civil Rights of the U.S. Department of Education.<br>• Provides no additional federal monies to states and local school districts, and does not allow IDEA funds to be used to provide service to individuals covered only by 504. |
| **Eligibility** | |
| • Covers individuals up to age 21.<br>• Defines *disability* categorically as having one or more of the disability classifications that have an adverse effect on educational performance. | • Covers individuals throughout their lives.<br>• Defines *disability* functionally as having a physiological or mental impairment that substantially limits one or more major life activities. |
| **Evaluation** | |
| • Requires that a multifactored and nondiscriminatory evaluation in all areas related to suspected disability be conducted to determine eligibility.<br>• Eligibility decision made by a multidisciplinary team of professionals, family members, and the child when appropriate. | • Requires that a multiple source and nondiscriminatory evaluation in the area(s) of suspected need(s) conducted to determine eligibility.<br>• Eligibility decision made by a group of individuals who are knowledgeable with respect to the child, the assessment procedures, and the placement options. |
| **Free Appropriate Public Education** | |
| • Defines appropriate education in terms of its educational benefits.<br>• Requires an individualized education program (IEP).<br>• Requires related aids and services to be delivered to help students benefit from special education.<br>• Requires that students be educated in the least restrictive environment. | • Defines an appropriate education in terms of its comparability to the education offered to students without disabilities.<br>• Requires an individualized accommodation plan (often called a 504 individualized accommodation plan).<br>• Related aids and services are delivered if they are needed to help students access appropriate educational programs.<br>• Requires that students be educated in the least restrictive environment, including having equal access to nonacademic and extracurricular activities. |
| **Due Process Procedure** | |
| • Requires informed and written consent from parents/guardian.<br>• Establishes specific due process procedures for notification and impartial hearings.<br>• Gives families who disagree with the identification, education or placement of their child the right to an impartial hearing.<br>• Gives families the right to participate in the hearing and to be represented by counsel. | • Requires that notice be given, but not consent.<br>• Leaves due process procedures up to the discretion of school districts.<br>• Gives families who disagree with the identification, education or placement of their child the right to an impartial hearing.<br>• Gives families the right to participate in the hearing and to be represented by counsel. |

*Sources:* Bartlett, Etscheidt, and Weisenstein (2007); C. A. Hughes and Weiss (2008); S. F. Shaw and Madaus (2008).

some situations not addressed in IDEA that you will probably encounter in your school. Therefore, under Section 504, you must make sure that all your field trips and after-school programs (e.g., recreational activities and athletic teams) are accessible to *all your students*. However, if an activity is open only to students with certain qualifications, the *otherwise qualified* principle applies. Here, students with disabilities may not be selected to participate in a specific activity as long as they are given the same opportunity as other students to demonstrate whether they have the qualifications. For example, students with disabilities should be provided with an equal opportunity to try out for the school's soccer team, and the decision regarding their selection for the team should be based on their ability to demonstrate their skills at playing soccer. Section 504 also affects the grading of students and their access to honors and awards.

**AMERICANS WITH DISABILITIES ACT** In 1990, Congress enacted Public Law 101-336, the Americans with Disabilities Act (ADA), a civil rights act designed to integrate individuals with disabilities into the social and economic mainstream of society (Hulett, 2009). The ADA extends the civil rights of individuals with disabilities by providing them with access to public facilities, including post-secondary education, restaurants, shops, state and local government activities and programs, telecommunications, and transportation (C. A. Hughes & Weiss, 2008). Employers and service providers in the public and private sectors cannot discriminate against them. The ADA requires employers to make reasonable accommodations for individuals with disabilities to allow them to perform essential job functions unless the accommodations would present an undue hardship. To comply with the ADA, schools must make their facilities accessible and offer reasonable accommodations to students with disabilities.

# Impact of Inclusion

WHAT DOES THE RESEARCH SAY ABOUT THE IMPACT ON INCLUSION ON STUDENTS, EDUCATORS, AND FAMILIES? Researchers have conducted studies with different groups to assess the extent to which inclusion is achieving its intended benefits and to identify issues that need to be addressed to improve inclusion programs. Because inclusion is a relatively recent movement, these studies are not longitudinal, and studies that examine the long-term impact on a wide range of students, families, and educators are needed to help us learn more about inclusion (Sindelar, Shearer, Yendol-Hoppey, & Liebert, 2006). The lack of experimental research involving random selection and assignment of students and the relatively small sample sizes also limit the findings of these studies (Begeny & Martens, 2007). Thus, it is difficult to compare the impact of inclusion and noninclusion programs because students with disabilities placed in inclusive classrooms tend to be more academically and socially skilled than students with disabilities placed in noninclusive settings. It also is important to keep in mind that inclusion programs are multifaceted and varied in their implementation and the services provided (Ainscow, 2008; McLeskey & Waldron, 2011), which can explain the differing results reported in studies.

## Impact of Inclusion on Students with Disabilities

Several studies have examined the effect of general education placement on students with disabilities (Cosier et al., 2013; McLeskey & Waldron, 2011). These findings reveal a varied impact on students' academic and social performance and on their reactions to and attitudes toward inclusion. Note that like many other educational programs, inclusion may impact students in different ways as they age and on the basis of the nature of their disability and the quality of the instructional program delivered. Thus, the impact of inclusion on elementary- and

secondary-level students and students with mild and more significant disabilities may differ, as may their reactions to inclusion.

## Academic Performance

Several studies have reported on the impact of inclusion on the academic performance of students with disabilities. In general, the findings suggest that the academic performance of students with disabilities can be fostered when they receive appropriate curricular and teaching strategies within the general education setting (Cosier et al., 2013; Cushing et al., 2009; Hang & Rabren, 2007; S. Lee et al., 2010; McLeskey & Waldron, 2011; Ryndak, Ward, Alper, Storch, & Montgomery, 2010). For example, Cosier et al. (2013) found that increased access to inclusive classrooms was associated with improved reading and mathematics performance for students with disabilities. However, these academic benefits require educators to use universally designed and evidence-based practices to tailor their instruction to address the strengths and challenges of students with disabilities, and some studies have found that s tudents with disabilities are not receiving differentiated instruction in their inclusive classrooms, which can hinder their educational performance (Fabel, 2009; Matzen, Ryndak, & Nakao, 2010; McLeskey & Waldron, 2011).

## Social and Behavioral Performance and Attitudes Toward Placement

Studies have examined the social, behavioral, and self-concept outcomes for students with disabilities educated in inclusive settings. In general, the social, behavioral, friendship, acceptance, and self-concept outcomes for students with disabilities educated in inclusive settings are better than those of students educated in noninclusive settings (Salend & Garrick Duhaney, 2007). However, these outcomes tend to lag behind those of their classmates without disabilities, as students with disabilities tend to receive higher concern and rejection ratings from their teachers (B. G. Cook & Cameron, 2010), and their friendships are more likely to be with other students with disabilities and less likely to be long lasting (Estell et al., 2008).

The personal accounts of students with disabilities about their experiences in general education settings present a mixed picture (R. Rose, 2008). Some students reported that life in the general education classroom was characterized by fear, frustration, ridicule, isolation, and reduced expectations, whereas others saw placement in general education as the defining moment in their lives in terms of friendships, intellectual challenges, self-esteem, and success in their careers. Some students felt that they benefited from receiving special education services; others noted that receiving these services in separate locations placed them at risk for disclosure, stigma, shame, dependence, and lowered expectations (Eisenman & Tascione, 2002; Ferri, Keefe, & Gregg, 2001; Hehir, 2007; Tovani, 2010).

**ON DEMAND** Learning 1.9

In this document, you will learn more about the research on the impact of inclusive education placements on the academic and social performance of elementary- and/or secondary-level students with disabilities, respectively.

**ON DEMAND** Learning 1.10

In this document, you will learn more about the experiences of secondary students with disabilities in inclusive classrooms.

**ON DEMAND** Learning 1.11

In this video, you will learn more about the experiences of elementary students with disabilities in inclusive classrooms.

## Impact of Inclusion on Students Without Disabilities

**ACADEMIC PERFORMANCE** Studies examining the impact of inclusion on the academic performance of students without disabilities suggest that placement in an inclusive classroom does not interfere with—and may enhance—their academic performance (Salend & Garrick Duhaney, 2007). Researchers also have suggested that the academic performance of students without disabilities may be enhanced by receiving a range of

individualized teaching strategies and supports from teachers (Burstein, Sears, Wilcoxen, Cabello, & Spagna, 2004; Eisenman, Pleet, Wandry, & McGinley, 2011; Salisbury, Brookfield, & Odom, 2005) and by providing peer support to students with moderate or severe disabilities (Copeland et al., 2004). However, you need to address the concerns expressed by some students without disabilities that the presence of students with disabilities in their class results in the content not being challenging enough, the pace of instruction being too slow, the increase in challenging behaviors, and the amount of teacher attention they receive being reduced (Litvack, Ritchie, & Shore, 2011).

Research indicates that inclusion can benefit all students academically and socially? Have you observed these benefits in students?

**SOCIAL PERFORMANCE** Research has also addressed the social impact of inclusion programs on students without disabilities. These studies reveal that students without disabilities have mainly positive views of inclusion and can benefit socially in several ways from being educated in inclusive settings (Owen-DeSchryver, Carr, Cale, & Blakely-Smith, 2008; I. S. Schwartz, Staub, Peck, & Chrysan, 2006; Siperstein, Parker, Bardon, & Widaman, 2007). For example, research shows that elementary and secondary students in inclusive schools had positive views of inclusion and learning about disability, made friends with and advocated for students with disabilities, and felt that students with disabilities were less likely to be ridiculed (Bunch & Valeo, 2004; Litvack et al., 2011). However, you need to make sure that students without disabilities do not assume a caretaking role and that they interact in age-appropriate ways with their classmates with disabilities (Hanline & Correa-Torres, 2012).

**ON DEMAND** Learning 1.12

In this document, you will learn more about the research on the impact of inclusive education placements on the academic and social performance of elementary-and/or secondary-level students without disabilities, respectively.

## Impact of Inclusion on Educators

Because the cooperation of educators is critical to the success of inclusion programs, studies have investigated the attitudes of general and special educators toward inclusive education, their experiences, and their concerns about program implementation. These studies and their findings, which are summarized next, reveal that educators have complex, varying attitudes and reactions to and experiences with inclusion (Ainscow, 2008; Black-Hawkins, Florian, & Rouse, 2007; Klehm, 2014; Salend & Garrick Duhaney, 2007).

## Attitudes Toward Inclusion

Educators tend to agree with the principle of placing students with disabilities in general education classrooms, although some controversy still exists (de Boer, Pijl, & Minnaert, 2011; Litvack et al., 2011). Although many teachers and administrators support inclusion, some support it only when it requires them to make minimal accommodations (Alvarez McHatton & Parker, 2013; Klehm, 2014), and others view included students with disabilities with concern and rejection (Cook, Cameron, & Tankersley, 2007; Dore, Dion, Wagner, & Brunet, 2002). Cameron and Cook (2013) found that general educators had differential goals for students in their inclusion classrooms with academic, behavioral, and self-confidence being the targeted outcomes for their students with mild disabilities and social development being the sole desired outcome for their students with severe disabilities.

**REFLECTIVE**

Why do you think there are differences in the attitudes of elementary and secondary teachers toward inclusion? Special educators and general educators? Teachers who work in inclusive settings and those who do not? What factors affect your attitude toward inclusion?

Educators working effectively in inclusive classrooms tend to have more positive views of inclusion than those who teach in noninclusive settings (Ainscow, 2008; Roll-Pettersson, 2008; J. C. Silverman, 2007; Waldron, 2007). In general, elementary teachers appear to favor inclusion more than secondary teachers (Idol, 2006), and special educators appear to have more positive views of inclusion than general educators (Cameron & Cook, 2007; Elhoweris & Alshiekh, 2006). Educators also tend to support inclusion for students with mild learning, physical, sensory, and medical disabilities who demonstrate the academic and behavioral skills to fit into the general education setting (Alvarez McHatton & Parker, 2013; Roll-Pettersson, 2008).

**OUTCOMES FOR GENERAL EDUCATORS** Positive outcomes for general educators include increased confidence in their teaching efficacy, more favorable attitudes toward students with disabilities, greater awareness of themselves as positive role models for *all students*, more skill in meeting the needs of *all students*, and greater levels of collaboration with colleagues (Causton et al., 2011; Eisenman et al., 2011; A. I. Nevin et al., 2008; N. Rice, Drame, Owens, & Frattura, 2007). Concerns include the insufficient support, training, and time to collaborate with others; the large size of their classes; the lack of participation in the decision-making process; the uncertainty related to the roles of special and general educators; and the difficulty meeting the communication, medical, and behavioral challenges of students with more significant disabilities and designing and implementing appropriate instructional accommodations (De Bortoli, Foreman, Arthur-Kelly, Balandin, & Mathisen, 2012; Causton et al., 2011; Klehm, 2014; Litvack et al., 2011). In light of these concerns, educators frequently have questions regarding the implementation of inclusion (see Figure 1.5).

**FIGURE 1.5 Questions educators have about inclusion**

Based on research, the following are some questions that you and other teachers may have about inclusion.As you read this book, you will be able to answer these questions.

- What is inclusion? What are the goals of the inclusion program?
- Is inclusion for all students with disabilities or just for certain ones?
- Do students with disabilities want to be in my class? Do they have the skills to be successful?
- What instructional and ancillary support services will students with disabilities receive? Can these services be used to help other students?
- Will my class size be adjusted?
- Will the education of my students without disabilities suffer?
- What do I tell the students without disabilities about the students with disabilities?
- How do I handle name calling?
- What do I tell families about the inclusion program? What do I do if families complain about the program or don't want their child to be in my class?
- What roles will families play to assist me and their child?
- Do I decide whether I work in an inclusion program?
- Am I expected to teach the general education curriculum to everyone? How can I do that?
- What instructional accomodations, technologies, and classroom management strategies do I need to use?
- How am I supposed to evaluate and grade my students with disabilities?
- What instructional and ancillary support services will I receive?
- How can I address the health, medical, and behavioral needs of students with disabilities?
- What does it mean to work collaboratively with other professionals in my classroom? Will I be able to work collaboratively with others?
- Will I receive enough time to collaborate and communicate with others?
- What type of training and administrative support will I receive to help me implement inclusion successfully?
- Who will monitor the program? How do I know if the inclusion program is working? How will I be evaluated?

**OUTCOMES FOR SPECIAL EDUCATORS** Special educators working in inclusion programs report having a greater sense of being an important part of the school community, an enriched view of education, greater knowledge of the general education system, and greater enjoyment of teaching that was related to working with *all students* and observing the successful functioning of their students with disabilities (Burstein et al., 2004; Eisenman et al., 2011; A. I. Nevin et al., 2008). For example, Cawley, Hayden, Cade, and Baker-Kroczynski (2002) report that being an integral part of general education program increased the status of special education teachers with respect to students without disabilities; these students viewed the special educators as their teachers and introduced them to their families in that way.

Special educators also report experiencing challenges in implementing inclusion (Kennedy & Ihle, 2012; Westling, Herzog, Cooper-Duffy, Prohn, & Ray, 2006). These challenges include increasing their familiarity with the general education curriculum, accessing appropriate curriculum materials, collaborating with general educators, and overcoming negative attitudes toward and low expectations for students with disabilities.

Special educators have expressed concerns related to their fear that inclusion would result in the loss of specialized services to students with disabilities and their jobs (Burstein et al., 2004). Teachers working in cooperative teaching arrangements also report disagreements related to delineating responsibilities for instructing and disciplining students with disabilities, which can result in inequitable responsibilities that limit the instructional roles of special educators in the classroom and the use of the specialized teaching practices suggested by special educators (Kennedy & Ihle, 2012; Simmons & Magiera, 2007). This lack of parity may occur particularly at the secondary level, where the general educator is trained in the content area and therefore may assume the major responsibilities for teaching. Some special education teachers also express concerns that their subordinate role in the general education classroom would cause students to view them as a teacher's aide or visitor rather than a teacher.

## Impact of Inclusion on Families

Like students and their teachers, family members have different views of and experiences with inclusion (de Vise, 2008; Moreno, Aguilera, & Saldana, 2008). These reactions can affect the important roles that family members perform in the implementation of successful inclusion programs and the establishment of meaningful and reciprocal family–school collaborations (Yssel, Engelbrecht, Oswald, Eloff, & Swart, 2007).

In general, studies suggest that while the attitudes and reactions of families of children with and without disabilities appear to be generally positive, family members also have important concerns that need to be addressed (Litvack et al., 2011; Starr & Foy, 2012; Yssel et al., 2007). Their varied, multidimensional perspectives seem to be affected by a variety of interacting variables related to the impact of the inclusion program on their children (Leyser & Kirk, 2004; Starr & Foy, 2012; Salend & Garrick Duhaney, 2007).

## Families of Children with Disabilities

Some families believe that inclusive education has benefited their children, providing them with increased friendships and access to positive role models, a more challenging curriculum, a positive and caring learning environment, higher expectations and academic achievement, and better preparation for the real world as well as an improved self-concept and better language and motor skills (Downing & Peckham-Hardin, 2007; Litvack et al., 2011; Yssel et al., 2007). Family members note that inclusive placements benefit students

**MAKING CONNECTIONS**

Find out more about the experiences of general and special education teachers working collaboratively to implement inclusion in Chapter 5.

**REFLECTIVE**

If your child had a disability, would you prefer a general or a special education setting? If your child did not have a disability, which class would you prefer?

without disabilities by helping them be sensitive to individuals with disabilities and allowing them to experience firsthand how others deal with adversity and appreciate their own abilities (Downing & Peckham-Hardin, 2007; D. S. Palmer, Fuller, Aurora, & Nelson, 2001; Yssel et al., 2007). Family members of children with disabilities also have concerns about the implementation of inclusive education, including the extent to which teachers collaborate with them, the loss of individualized special education services, teaching accommodations, and instruction delivered by specially trained professionals as well as the fear that their children will be isolated from classmates and targets of verbal abuse and ridicule, which will lower their self-esteem (de Vise, 2008; Moreno et al., 2008; Starr & Foy, 2012).

### Families of Children Without Disabilities

Although their attitudes toward inclusion tend to not be as positive as family members of children with disabilities, family members of children without disabilities also appear to have favorable views of inclusion and important concerns (Salisbury et al., 2005). While some family members initially may have concerns about whether their children would receive less teacher attention and acquire inappropriate behaviors, many report that an inclusive classroom did not prevent their children from receiving a good education, appropriate services, and teacher attention. Family members also note that inclusive programs fostered a greater tolerance of human differences in their children (I. S. Schwartz et al., 2006) and benefited children with disabilities by promoting their acceptance, self-esteem, and adjustment to the real world (Burstein et al., 2004).

The section titled "Enhancing and Documenting Your Teaching Effectiveness" in each chapter of this book provides you with ways to enhance your effectiveness in fostering student learning and to document your teaching practices to show that you are a highly effective educator of *all students*.

## Enhancing and Documenting Your Teaching Effectiveness: What It Means to Be an Evidence-Based Educator

Consistent with the goals of public education to serve and improve the educational outcomes for *all* students, your chosen field of education is concomitted to developing and disseminating research-based practices that promote equality, inclusion, and high-quality instruction for *all students* (Crockett, Gerber, Gersten, & Harris, 2010). As a highly effective educator who is committed to inclusion, professionalism, and lifelong learning, you should strive to be an *evidence-based educator.* Evidence-based educators employ a reflective decision-making approach whereby they carefully select, implement, and evaluate practices and policies that have evidence to support their impact on student performance and teaching effectiveness (E. A. West, McCollow, Umbarger, Kidwell, & Cote, 2013). Although practices and policies are presented to educators in a variety of different ways, some type of evidence to support their impact on student learning and teaching efficacy must be present.

As an evidence-based educator, you need to engage in a comprehensive, focused, and reflective data-based process to inform your decisions about the practices and policies you use and where and when you use them. This means that in identifying, implementing, and evaluating your practices, you need to (1) use current and high-quality practices that have evidence to support their use; (2) collect valid evidence to assess the efficacy of your practices,