

Eighth Edition

Creating Inclusive Classrooms

Effective, Differentiated,
and Reflective Practices

Spencer J. Salend



Eighth Edition

Creating Inclusive Classrooms

Effective, Differentiated, and Reflective Practices

SPENCER J. SALEND

State University of New York at New Paltz

PEARSON

Boston Columbus Indianapolis New York San Francisco Hoboken
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President and Editorial Director: Jeffery W. Johnston
Executive Editor: Ann Castel Davis
Editorial Assistant: Janelle Criner
Executive Field Marketing Manager: Krista Clark
Senior Product Marketing Manager: Christopher Barry
Project Manager: Kerry Rubadue
Program Program Manager: Joe Sweeney
Operations Specialist: Carol Melville
Development Editor: Bryce Bell

Text Designer: Cenveo
Cover Design Director: Diane Lorenzo
Cover Art: Shutterstock
Media Producer: Autumn Benson
Media Project Manager: Tammy Walters
Full-Service Project Management: Cenveo
Composition: Cenveo
Printer/Binder: Courier Kendallville
Cover Printer: Courier Kendallville
Text Font: ITC Garamond Std

Copyright © 2016, 2011, 2008 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgements of third party content appear on page within text, which constitute an extension of this copyright page.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Salend, Spencer J.

Creating inclusive classrooms: effective and reflective practices / Spencer J. Salend.—8th ed.
pages cm

Includes bibliographical references and index.

ISBN 978-0-359120-0 — ISBN 0-13-359120-4

1. Inclusive education—United States. 2. Curriculum planning—United States. 3. Classroom management—United States.
4. Children with disabilities—Education—United States. I. Title.

QA135.6.V36 2016

510.71'2—dc23

014033994

10 9 8 7 6 5 4 3 2 1

PEARSON

www.pearsonhighered.com

Loose Leaf Version ISBN 10: 0-13- 359120-4
ISBN 13: 978-0-13- 359120-0
E-text ISBN 10: 0-13-404284-0
ISBN 13: 978-0-13-404284-8
Package ISBN 10: 978-0-13-358939-9
ISBN 13: 0-13-358939-0

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

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 responsive 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' needs 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.

Provide a Multicultural Education

Multicultural education seeks to help educators acknowledge and understand the increasing diversity in society and in the classroom and to see their students' diverse backgrounds as assets that can support teaching and student learning (J. Banks, 2014; Gollnick & Chinn, 2013; Nieto & Bode, 2012). Although originally focused on various racial, ethnic, and language groups, multicultural education has expanded to include concerns about socioeconomic status, disability, gender, national origin, language background, religion, and sexual orientation. Therefore, multicultural education and inclusion are inextricably linked and share many of the same principles and educational goals. Both movements try to do the following:

- Seek to provide access, equity, excellence, and high expectations for *all students*.

ON DEMAND Learning 4.9

In this video, you'll learn more about ways to implement multicultural education.

• 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**.

assessments, and points of reference for judging their progress you use should be culturally and linguistically responsive; consider their experiential, educational, cultural, and linguistic backgrounds; address home and community factors; and be consistent with research-based practices for working with these students (Sanford, Esparza Brown, & Turner, 2012; Thorius & Sullivan, 2013). (For guidelines for using a culturally, linguistically, and ecologically responsive RTI process, see Esparza Brown & Doolittle, 2008; Klingner & Edwards, 2006; Rinaldi & Samson, 2008; Sanford et al., 2012.)

The IRIS Center at Vanderbilt University develops training enhancement materials for preservice and practicing teachers. In this IRIS Center module, you'll learn about the implementation of Response-to-Intervention.

42 CHAPTER 2



• 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.

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.

I also want to acknowledge my students, colleagues, and friends who provided support and guidance throughout all stages of the book. I especially want to recognize Deborah Anderson, Lee Bell, John Boyd, Pauline Bynoe, Devon Duhaney, Hala Elhoweris, Meenakshi Gajria, Luis Garrido, Charleen Gottschalk, Margaret Gutierrez, Karen Giek, Larry Maheady, Kathleen Magiera, Mark Metzger, Bob Michael, Jean Mumper, Helen Musumeci, Kathy Pike, Sarah Ryan, Altagracia Salinas, Lenore Schulte, Rhea Simmons, Robin Smith, Shawna Sylvestre, Lorraine Taylor, Margaret Wade-Lewis, Delinda van Garderen, Halee Vang, and Catharine Whittaker for supporting and inspiring me throughout the process.

My deepest appreciation also goes to Marya Grande for her excellent work on Chapter 8 and for developing the innovative instructional resources, materials, and strategies that support and accompany the book. I also want to thank my wonderful and highly skilled colleagues whose work has enhanced all aspects of this book: Ann Davis, Bryce Bell, Christina Taylor, and Bruce Owens. I value their guidance, support, and flexibility and their commitment to quality and the field. I am also grateful to the following reviewers: Genevieve Howe Hay, College of Charleston, Sandra Long, Carson Newman University, Paige Maginel, Southern Illinois University Carbondale, Sherry L. Stultz, Morehead State University. Their thoughtful and professional comments helped shape and enhance the book.

This book could not be possible without the love, intelligence, strength, encouragement, passion, and sense of humor of Suzanne Salend, my collaborator in life. I also want to dedicate this book to Madison Salend, my granddaughter, and Jack Salend, my son. Madison exemplifies kindness, empathy and being sensitive to and respectful of others. Jack serves as an inspiration to me as he embodies resiliency and the strength to persevere to pursue your dreams and achieve your potential.

Brief Contents

PART I

Understanding the Foundations and Fundamentals of Inclusion 1

- Chapter 1** Understanding Inclusion 2
- Chapter 2** Understanding the Special -Education Process 34
- Chapter 3** Understanding the Educational Strengths and Challenges of Students with Disabilities 72
- Chapter 4** Understanding the Educational Strengths and Challenges of Students From Diverse Backgrounds 116

PART II

Creating an Inclusive Environment That Supports Learning for All Students 151

- Chapter 5** Creating Collaborative Relationships and Fostering Communication 152
- Chapter 6** Fostering Transitions, Self-Determination, Acceptance, and Friendships 188
- Chapter 7** Creating a Classroom Environment That Promotes Positive Behavior 234

PART III

Differentiating Instruction for All Students 279

- Chapter 8** Differentiating Instruction for Diverse Learners 280
- Chapter 9** Differentiating Large- and Small-Group Instruction 330
- Chapter 10** Differentiating Reading, Writing, and Spelling Instruction 368
- Chapter 11** Differentiating Mathematics, Science, and Social Studies Instruction 410

PART IV

Evaluating Student and Programmatic Progress 451

- Chapter 12** Evaluating Student Progress and the Effectiveness of Your Inclusion Program 452

- Glossary 509
- References 521
- Name Index 569
- Subject Index 579

Contents

PART I

Understanding the Foundations and Fundamentals of Inclusion 1

1 Understanding Inclusion 2

Special Education 5

Inclusion 5

Principles of Effective Inclusion 6

- Principle 1: All Learners and Equal Access 6
- Principle 2: Individual Strengths and Challenges and Diversity 6
- Principle 3: Reflective, Universally Designed, Culturally Responsive, Evidence-Based, and Differentiated Practices 7
- Principle 4: Community and Collaboration 7
- Mainstreaming 7

Least Restrictive Environment 8

- Continuum of Educational Placements 9

Factors Contributing to Inclusion 11

- Normalization 11
- Early Intervention and Early Childhood Programs 12
- Technological Advances 12
- Civil Rights Movement and Resulting Court Cases 15
- Advocacy Groups 15
- Segregated Nature of Special Schools and Classes 17
- Disproportionate Representation 17
- Standards-Based Education Initiatives 18

Laws Affecting Special Education 20

- The Individuals with Disabilities Education Act 21
- An Overview of IDEA from 1975 to the Present: A Changing IDEA 21
- Other Laws Affecting Special Education 23

Impact of Inclusion 25

- Impact of Inclusion on Students with Disabilities 25
- Academic Performance 26
- Social and Behavioral Performance and Attitudes Toward Placement 26
- Impact of Inclusion on Students Without Disabilities 26
- Impact of Inclusion on Educators 27
- Attitudes Toward Inclusion 27
- Impact of Inclusion on Families 29

- Families of Children with Disabilities 29
- Families of Children Without Disabilities 30

Enhancing and Documenting Your Teaching Effectiveness: What It Means to Be an Evidence-Based Educator 30

- Self-Check for Understanding 31
- What Would You Do? 31

Summary 32

2 Understanding the Special Education Process 34

Special Education Identification Process 36

- Prereferral Process 37
- Response to Intervention (RTI) 38
- Eligibility Determination 43
- Cautions About Labeling Students 43

Components of IEPs, IFSPs, and Section 504 Individualized Accommodation Plans 43

- IEP 44
- IFSP 52
- Section 504 Individualized Accommodation Plan 53

Implementing IEPs, IFSPs and 504 Individualized Accommodation Plans in Inclusive Classrooms 53

- Involve Students 55
- Involve Families 57
- Involve Educators 57
- Differentiate Instruction to Address IEP Goals Aligned to the General Education Curriculum 58

Enhancing and Documenting Your Teaching Effectiveness: Identifying and Using Practices That Have the Most Current and Best Available Evidence 58

- Establish an IEP Implementation Plan 59

Members of the Multidisciplinary Team 63

- Members of the Multidisciplinary Team 63
- Family Members 64
- School Administrators 64
- General Educators 64

- Special Educators 65
- Literacy Educators 65
- Paraeducators 65
- School Psychologists 66
- Speech and Language Clinicians 66
- Social Workers 66
- School Counselors 66
- Vocational Educators 66
- School Physicians and Nurses 66
- Physical and Occupational Therapists and Adapted Physical Educators 67
- Staff from Community Agencies 67
- Professionals for Students Who Are English Language Learners 67

Collaborative Teaming 68

- Use Person- and Student-Centered Planning 69
- Employ Strength-Based Assessment 69

Summary 70

3 Understanding the Educational Strengths and Challenges of Students with Disabilities 72

Students with High-Incidence Disabilities 74

- Students with Learning Disabilities 75
- Students with Attention-Deficit/Hyperactivity Disorders 78
- Students with Emotional and Behavioral Disorders 80
- Students with Oppositional and Defiant Behaviors and Conduct Disorders 81
- Students with Anxiety Disorders 82
- Anxiety and Assimilation 83
- Depression 83
- Bipolar Disorders 84
- Self-Injury and Suicide Prevention 84
- Students with Intellectual Disabilities 85
- Students with Speech and Language Disorders 87

Students with Low-Incidence Disabilities 88

- Students with Sensory Disabilities 102

Students Who Are Gifted and Talented 106

- Students with Special Needs Who Are Gifted and Talented (Twice Exceptional) 107

Using Students' Strengths and Challenges to Plan Inclusive Classrooms 108

- Adopt a Competency-Oriented Approach and a Neurodiversity Perspective 109
- Use Assistive and Instructional Technology 110

Enhancing and Documenting Your Teaching Effectiveness: Explicitly Teaching Students to Use Learning Strategies 110

Summary 114

4 Understanding the Educational Strengths and Challenges of Students From Diverse Backgrounds 116

Economic Changes 118

- Poverty 118
- Wealthy Children 121

Demographic Shifts 122

- Immigration 122

Differentiating Cultural and Language Differences from Learning Difficulties 126

- Diversify the Multidisciplinary Planning Team 127
- Compare Student Performance in Both the Primary and the Secondary Language 127
- Consider the Processes and Factors Associated with Second-Language Acquisition 127
- Employ Alternatives to Standardized Assessments 130
- Identify Diverse Life and Home Experiences That Might Affect Learning and Language Development 131
- Analyze the Data and Develop and Implement an Appropriate and Effective Educational Plan 131

Discrimination, Segregation, and Bias 133

- Multiracial/Ethnic Students 135
- Gender Equity 135
- Lesbian, Gay, Bisexual, and Transgendered Youth 137
- Students with HIV/AIDS 139
- Students Who Are Abused 141
- Students Who Abuse Substances 141

Using Students' Strengths and Challenges to Plan Inclusive Classrooms 143

- Provide a Multicultural Education 144
- Promote Acceptance of Diversity 144
- Enhancing and Documenting Your Teaching Effectiveness: Being a Culturally Responsive Educator 145
- Recognize and Support Resiliency and Grit 146

Summary 148

5 Creating Collaborative Relationships and Fostering Communication 152

Communication and Collaboration with Professionals 154

- Work Collaboratively and Effectively in Co-Teaching Arrangements 154
- Employ Collaborative Consultation/Problem Solving 159
- Work Collaboratively and Effectively with Paraeducators 162
- Work Collaboratively and Effectively with Educational Interpreters 165
- Promote Congruence 165
- Engage in Professional Learning 167

Enhancing and Documenting Your Teaching Effectiveness: Mentoring and Coaching 167

Communication and Collaboration with Families 169

- Recognize and Support the Different Types of Families 169
- Gain the Trust of Families 171
- Advocate for Students and Their Families 172
- Ensure Confidentiality 173
- Meet Regularly with Families 173
- Assist with Medication Monitoring 175
- Resolve Conflicts Constructively 176
- Address the Diverse Strengths, Challenges, Beliefs, Backgrounds, Resources, and Experiences of Families 177
- Use Written Communication 180
- Encourage and Facilitate Family Observations 184
- Offer Educational Programs to Families 184

Summary 187

6 Fostering Transitions, Self-Determination, Acceptance, and Friendships 188

Transitioning to Inclusive Classrooms 190

- Understand Students' Unique Abilities and Challenges 190
- Use Transenvironmental Programming 191

Transitioning to New Schools 194

- Collaborate and Communicate with Professionals and Families 195

- Offer Student and Family Orientations and Student Visiting, Shadowing, and Mentoring Programs 195
- Teach Cultural Norms 195
- Offer Newcomer Programs 196

Transitioning from School to Adulthood 196

- Develop an SOP and Implement an ITP 196
- Prepare Students for Employment 198
- Foster Independent Living Arrangements 200
- Promote Students' Participation in Leisure and Extracurricular Activities 200
- Explore Postsecondary Education Opportunities 201

Developing Students' Self-Determination Skills 202

- Teach Goal Setting and Problem Solving 202
- Offer Choices 204
- Develop Self-Awareness, Self-Advocacy and Leadership Skills 205
- Promote Self-Esteem 206
- Provide Attribution Training 206
- Provide Access to Positive Role Models 207
- Use Self-Determination Curricula and Teaching Resources 208

Teaching About Individual Differences 209

Enhancing and Documenting Your Teaching Effectiveness: Modeling Attitudes, Behaviors, and Language That Support Acceptance of Individual Differences 211

- Teach About Individual Differences Related to Disability 214
- Use Disability Simulations Carefully 214
- Teach About Individual Differences Related to Culture, Language, and Religion 220
- Reflect on Your Knowledge, Experiences, and Beliefs Related to Diversity 220

Facilitating Friendships 226

- Engage in Professional Behaviors That Support Friendships 227
- Teach About Friendships 227
- Offer Social Skills Instruction 227
- Use Circles of Friends 229
- Create a Friendly Classroom Environment 230
- Use Peer-Based Strategies 230
- Involve Family Members 231

Summary 232

7 Creating a Classroom Environment That Promotes Positive Behavior 234

Schoolwide Positive Behavioral Interventions and Supports 236

Conducting Functional Behavioral Assessments 238

- Create a Diverse Multidisciplinary Team 238
- Identify the Problematic Behaviors 238
- Define the Behavior 239
- Observe and Record the Behavior 239

Enhancing and Documenting Your Teaching Effectiveness: Using Observational Recording Systems 240

- Obtain Additional Information About the Student, the Behavior, and the Classroom Environment 241
- Perform an Antecedents-Behavior-Consequences Analysis 242
- Analyze the Data 242
- Develop Hypothesis Statements 244
- Consider Sociocultural Factors 244
- Develop a Behavioral Intervention Plan 245
- Evaluate the Plan 245

Promoting Positive Classroom Behavior 247

- Employ Relationship-Building Strategies 247
- Develop Students' Self-Esteem 248
- Include Social Skills Instruction 251
- Use Antecedent-Based Interventions 251
- Give Clear and Direct Directions/Requests 251
- Follow Routines 252
- Establish, Teach, and Enforce Rules 254
- Use Consequence-Based Interventions 255
- Use Group-Oriented Contingency Systems 259
- Employ Behavior Reduction Interventions 264

Preventing Students from Harming Others 266

- Understand and Take Actions to Prevent Bullying 266
- Students with Aggressive and Violent Behaviors 270

Adapting the Classroom Design 270

- Seating Arrangements 270
- Teacher's Desk 271
- Classroom Design Strategies/Accommodations 271

Summary 276

PART III

Differentiating Instruction for All Students 279

8 Differentiating Instruction for Diverse Learners 280

Principles of Differentiated Instruction 283

- Tailor Curricular Goals and Teaching Strategies to Your Students and Your Learning Environment 284
- Individualize and Personalize Your Curriculum 284
- Use Backward Design, and Determine a Range of Formative and Summative Assessments 285
- Use Universally Designed Curricular and Instructional Accommodations and Materials 289
- Provide Personal Supports 293
- Address Students' Language Proficiency 293
- Address Students' Learning Preferences 293
- Address Students' Sensory Abilities 294

Enhancing and Documenting Your Teaching Effectiveness: Using Effective and Acceptable Practices 294

Differentiating Instruction for Students Who Have Difficulty Reading and Gaining Information from Text-Based Materials 296

- Use Teacher-Directed Text Comprehension Strategies 296
- Teach Student-Directed Text Comprehension Strategies 302
- Enhance the Readability of Materials 305

Differentiating Instruction for Students from Diverse Cultural and Language Backgrounds 309

- Use a Multicultural Curriculum 309
- Use Multicultural Teaching Materials 310
- Use Culturally Relevant and Responsive Teaching Strategies 311
- Use Reciprocal Interaction Teaching Approaches 311
- Use Effective English-as-a-Second-Language and Dual Language Approaches and Techniques 312
- Encourage Students to Respond 314

Using Instructional Technologies and Assistive Devices 314

- Instructional Technology 315
- Video-Based Digital Materials 316
- Assistive Technology 322
- Mobile Devices and Apps 322

Summary 328

9 Differentiating Large- and Small-Group Instruction 330

Differentiating Large-Group Instruction 332

- Enhance Your Oral Presentations 332
- Have Students Work Collaboratively 332
- Encourage Students to Participate and Ask Questions 334

- Help Students Take Notes 334
- Teach Note-Taking Skills and Strategies 337
- Foster Students' Listening Skills 338
- Gain and Maintain Students' Attention 339
- Motivate Students 339

Elements of Effective Teacher-Centered Instruction 343

- Element 1: Establish the Lesson's Purpose by Explaining Its Goals and Objectives and Their Relevance 344
- Element 2: Review and Assess Prerequisite Skills and Activate Prior Knowledge 344
- Element 3: Use Task Analysis and Introduce Content in Separate Steps Followed by Practice 346
- Element 4: Give Clear, Specific, and Complete Directions, Explanations, Demonstrations, and Relevant Examples 346
- Element 5: Provide Time for Active and Guided Practice 346
- Element 6: Promote Active Responding, and Check for Understanding 347
- Element 7: Give Frequent, Timely, Specific, and Differentiated Feedback 349
- Element 8: Offer Time for Independent Activities 352
- Element 9: Summarize Main Points, Evaluate Understanding and Mastery, and Build Maintenance and Generalization 352

Cooperative Learning Arrangements 356

- Select an Appropriate Cooperative Learning Format 357
- Establish Guidelines for Working Cooperatively 360
- Form Heterogeneous Cooperative Groups 360
- Arrange the Classroom for Cooperative Learning 360
- Develop Students' Cooperative Skills 361
- Evaluate Cooperative Learning 364

Enhancing and Documenting Your Teaching Effectiveness: Creating Research-Based, Universally Designed, Culturally Responsive, and Differentiated Lesson Plans 364

Summary 367

10 Differentiating Reading, Writing, and Spelling Instruction 368

Fostering Students' Reading 370

- Offer Early Identification, Ongoing Assessments, and Research-Based Interventions 370
- Offer Specialized Interventions to Supplement Instruction 372
- Promote Phonemic Awareness 374
- Promote Reading Fluency 375

Enhancing and Documenting Your Teaching Effectiveness: Supporting Struggling Readers 378

- Enhance Students' Text Comprehension 381
- Develop Students' Vocabulary and Academic Language 381
- Use a Balanced Approach 386
- Use Remedial Reading Programs, Strategies, and Materials 387

Fostering Students' Writing 388

- Make Writing Meaningful, Authentic, and an Integral Part of the Curriculum 389
- Use a Process-Oriented Approach to Writing Instruction 390
- Teach Students to Use Learning Strategies 399
- Use Technology-Supported Writing Applications 400

Fostering Students' Spelling 403

- Use a Combination of Approaches 404
- Adapt Spelling Instruction 406

Summary 409

11 Differentiating Mathematics, Science, and Social Studies Instruction 410

Differentiating Mathematics Instruction 412

- Focus Instruction and Use a Problem-Solving Approach 413
- Help Students Develop Their Math Facts and Procedural Skills 413
- Present Mathematics Appropriately 415
- Use a Variety of Teaching Aids 418
- Use a Variety of Instructional Approaches 420
- Provide Practice and Feedback and Use Assessment to Guide Future Teaching 429

Differentiating Science and Social Studies Instruction 430

- Choose and Use Appropriate Instructional Materials 430

Enhancing and Documenting Your Teaching Effectiveness: Selecting Appropriate Text-Based Instructional Materials Carefully 430

- Use Content Enhancements 436
- Use a Variety of Instructional Approaches and Practices 441
- Address the Challenges of Diverse Learners 447

Summary 449

12 Evaluating Student Progress and the Effectiveness of Your Inclusion Program 452

Evaluating the Academic Performance of Students 454

- Common Assessments and High-Stakes Testing 454
- Determining Valid, Appropriate, and Individualized Testing Accommodations for Diverse Learners 456
- Classroom-Based Assessment Alternatives to Standardized and Teacher-Made Testing 482

Enhancing and Documenting Your Teaching Effectiveness: Using Progress Monitoring to Make Data-Based Decisions to Support Teaching and Learning 482

- Classroom-based Assessments at the Beginning of Lessons 485
- Classroom-based Assessments During Lessons 485
- Classroom-based Assessments at the End of Lessons 487

Grading Students 492

- Report Card Grading 492

Evaluating Social and Behavioral Performance 500

- Observational and Sociometric Techniques 500
- Self-Concept and Attitudinal Measures 501

Measuring Perceptions of Inclusive Classrooms 501

- Students' Perceptions 501
- Teachers' Perceptions 501
- Family Members' Perceptions 502

Enhancing the Effectiveness of Inclusive Classrooms and Programs 503

- Examine the Impact on Student Performance 504
- Determine Program Strengths, Concerns, and Possible Solutions 504

Summary 506

Glossary 509

References 521

Name Index 569

Subject Index 579

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.

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 disheveled, 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).

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.

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.

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 | |
| <ul style="list-style-type: none"> All learners have the right to be educated in general education classrooms. | <ul style="list-style-type: none"> Selected learners earn their way into general education classes based on their readiness as determined by educators. |
| What | |
| <ul style="list-style-type: none"> Full access to the general education curriculum and all instructional and social activities | <ul style="list-style-type: none"> Selected access to the general education curriculum and instructional and social activities |
| Where and When | |
| <ul style="list-style-type: none"> Full-time placement in general education classrooms | <ul style="list-style-type: none"> Part-time to full-time placement in general education classrooms |
| How | |
| <ul style="list-style-type: none"> A full range of services is integrated into the general education setting (e.g., cooperative teaching). General and special education are merged into a unified service delivery system. | <ul style="list-style-type: none"> A full range of services is delivered inside and outside the general education setting (e.g., resource room). General and special education are maintained as separate service delivery systems. |
| Why | |
| <ul style="list-style-type: none"> To foster the academic, social-emotional, behavioral, and physical development of students and to prepare them to be contributing members of society | <ul style="list-style-type: none"> 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

