

The Inclusive Classroom

STRATEGIES
FOR EFFECTIVE
DIFFERENTIATED
INSTRUCTION
SEVENTH EDITION



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Cover Image by Sorin Tudorică/500px/Gettyimages

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Library of Congress Cataloging-in-Publication Data

Names: Mastropieri, Margo A., 1951- author. | Scruggs, Thomas E., 1948- author. | Regan, Kelley, author.

Title: The inclusive classroom : Strategies for effective differentiated instruction / Margo A. Mastropieri, George Mason University, Thomas E. Scruggs, George Mason University, Kelley Regan, George Mason University.

Description: Seventh edition. | Hoboken, NJ: Pearson, [2023] | Includes bibliographical references and index.

Identifiers: LCCN 2022043903 | ISBN 9780137848942 (paperback) | ISBN 9780138056384 (ebook)

Subjects: LCSH: Mainstreaming in education—United States. | Classroom management—United States.

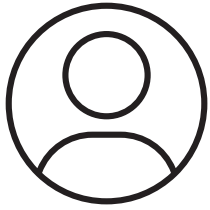
Classification: LCC LC1201 .M37 2023 | DDC 371.9/046—dc23/eng/20220915

LC record available at <https://lcn.loc.gov/2022043903>

ScoutAutomatedPrintCode



ISBN 10: 0-13-784894-3
ISBN 13: 978-0-13-784894-2



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Dedication

*To the numerous students, teachers, administrators, families, and
researchers who have guided us over the course of our careers*

ABOUT THE AUTHORS

MARGO A. MASTROPIERI, PhD, is University Professor Emerita and past coordinator of the Special Education Program, College of Education and Human Development, George Mason University (GMU). She has served as a diagnostic remediator for the Learning Center at Mount Holyoke College and as a classroom teacher for students with disabilities, from preschool to secondary levels, in Massachusetts and Arizona. Prior to working at GMU, Margo served as Professor of Special Education at Purdue University and as Assistant Professor of Special Education at Utah State University, where she also worked as a researcher at the Early Intervention Research Institute. She earned her PhD from Arizona State University. Margo has codirected federally funded research projects in mnemonic strategy instruction, inclusive science and social studies education, and writing instruction at the elementary, middle school, and high school levels, in addition to directing undergraduate and doctoral-level training grants. She has served as coeditor of *Learning Disabilities Research & Practice*, the journal of the Division for Learning Disabilities of the Council for Exceptional Children (CEC); coeditor of the research annual *Advances in Learning and Behavioral Disabilities* (Emerald); and coeditor of the CEC journal *Exceptional Children*. Among Margo's publications are over 200 journal articles, over 60 chapters in books, and more than 30 coauthored or coedited books. She is also the recipient of the distinguished University Professor title from George Mason University, the GMU Teaching Excellence Award, and the Virginia Outstanding Faculty Award, which is the Commonwealth's highest honor for faculty at Virginia's public and private colleges and universities.

THOMAS E. SCRUGGS, PhD, is University Professor Emeritus, College of Education and Human Development, George Mason University. He served as a classroom teacher for students with a variety of mild, moderate, and severe disabilities, including gifted students, at the preschool to secondary levels in Massachusetts and Arizona. Prior to working at GMU, Tom served as Professor of Special Education at Purdue University, where he was also the director of the Purdue Achievement Center, and was a research/evaluation specialist at Utah State University. He earned his PhD from Arizona State University. He has directed or codirected externally funded research projects in peer tutoring, test-taking skills, mnemonic strategy instruction, and inclusive science and social studies education at the elementary, middle school, and high school levels. With Margo, Tom served as coeditor of *Learning Disabilities Research & Practice*, *Advances in Learning and Behavioral Disabilities*, and *Exceptional Children*. Among his publications (mostly in collaboration with Margo) are over 200 journal articles, over 60 chapters in books, and more than 30 coauthored or coedited books. Tom is also a recipient of the Scholarly Achievement Award from the College of Education and Human Development at GMU.

Tom and Margo are the recipients of the CEC Special Education Research Award and the Distinguished Research Award from the American Educational Research Association: Special Education Special Interest Group for their research efforts in working with and advocating on behalf of individuals with exceptionalities.

KELLEY S. REGAN, PhD, is Professor and former Academic Program Coordinator of the Special Education–General Curriculum program at George Mason University. She has served as a special education teacher of students with learning disabilities, emotional/behavioral disorders, attention-deficit/hyperactivity disorders, and autism at the elementary and middle school levels in public day schools or self-contained settings and as a lead mentor teacher at a Professional Development School site. Prior to working at GMU, Kelley was Assistant Professor at The George Washington University where she prepared teachers of students with emotional/behavioral disorders. She received her PhD from GMU. Dr. Regan has led or co-led state and federally funded research projects in eCoaching to support the clinical preparation of inservice teachers and in writing instruction with the integration of a technology-based graphic organizer for students with and without disabilities in grades 3–12. She has also managed federally funded projects related to program improvement and the preparation of leadership personnel. Kelley is the former editor of the *Teacher Educators' Journal*, published by the Virginia Association of Colleges for Teacher Educators. Her research has been published in numerous research journals, including *Exceptional Children*, *Behavioral Disorders*, *Journal of Special Education*, *Teacher Education and Special Education*, and *Learning Disability Quarterly*. Kelley teaches graduate and undergraduate courses in literacy and instructional methods and mentors and teaches doctoral students.

Diversity is one of the major features that characterize our classrooms today. Not only have classrooms become more diverse with respect to race, religion, language, and ethnicity, but significantly more students with disabilities are being included in general education classrooms. Data reported by the U.S. Department of Education indicate that over three-fourths of students with disabilities are now being served largely within the general education classroom setting. This represents an exciting advance in establishing equity in education, as well as an enormous improvement from the days in which children with disabilities were routinely denied access to free and appropriate public education.

In spite of these impressive advances, however, a number of challenges remain. Many teachers consistently report that they do not feel prepared to teach students with disabilities in their general education classrooms. Although teachers overall are supportive of the ideals of inclusion, most do not believe that they possess the skills or have received the training necessary for effective inclusive teaching. We have written this book in order to place before teachers a wide variety of effective, evidence-based practices that can be successfully applied in today's inclusive classrooms. In short, we have tried to prepare the kind of textbook that we wish had been available to us when we were beginning special education teachers.

About This Book

We wrote *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* to directly support the opportunities and challenges facing teachers today. We believe that teachers certainly should be provided with the necessary information regarding legal foundations and the characteristics of students with a variety of disabilities and other special learning needs. However, we focus on and emphasize a wide variety of research-based, practical teaching and learning strategies that are directly relevant to the tasks and academic demands required of teachers in inclusive classrooms in today's schools. In this book, we describe in detail strategies to address issues that are commonly experienced by teachers. In addition, we provide strategies for meeting the special challenges that often occur in today's classrooms. We have tried to focus on the strategies that are of the greatest importance to successful inclusive teaching.

However, we do not believe that individual "inclusion strategies" can be effectively implemented in the absence of overall effective teaching skills. That is, we believe that effective overall teaching and classroom management skills are necessary prerequisites for working with students with disabilities and other special learning needs of students who attend inclusive classrooms. And indeed, research has shown that the most effective general education teachers also make the most effective teachers in inclusive settings. Therefore, we have described inclusion strategies within the overall framework of effective instruction and management of general education classrooms and have emphasized this connection throughout the text. The organization and content of this book reflects our perspective.

New to the Seventh Edition

For the seventh edition, we made a number of changes as a result of helpful suggestions from editors and reviewers that we believe have greatly improved the text. We have:

- Added a new Part 4 with **Chapter 16, Transitions**, to improve an important emphasis on facilitating transitions to new settings and situations that occur throughout the student's school experience, and culminating with transition from school to work, postsecondary, and residential environments.

- Included new information on the Council for Exceptional Children’s (CEC) **high-leverage practices (HLPs)** throughout the book. These practices have always formed an important part of our approach to teaching as described in the book; however, in this edition, we highlight specifically where these CEC HLPs fit within the overall framework of our book and provide examples.
- Increased coverage of **diversity, cultural responsiveness, and equity** throughout the text, including examples, strategies, and culturally responsive teaching skills, and enhanced by our **Diversity, Equity, and Inclusion in the Classroom** feature content.
- Increased coverage of **early, secondary, and middle school** throughout the text and in the features. Many strategies can be found to be useful for different *age/grade* levels, depending on student skill level, but we have highlighted most appropriate grade levels throughout the text.
- Updated the *In the Classroom* features and *Classroom Scenarios* to provide the context for specific teaching strategies and offer tips, strategies, and resources that may be used directly in classroom situations to address diversity, equity, and inclusion.
- Highlighted recent research and research references throughout the text, including new and updated **Research Highlight** features, which describe a variety of different types of research conducted in inclusive environments.
- Updated and greatly increased our coverage of relevant technology applications, by topic area, in the *Apps for Education* feature.
- Added a link to the new 2020 Initial Practice-Based Professional Preparation Standards for Special Educators at the end of each chapter and identified the specific standards that align with the learning objectives for each chapter.
- Added to and revised Learning Objectives (formerly Learning Outcomes) to align with updated content and to reflect deeper and more advanced levels of learning.
- Added many **Video Examples** in each chapter to exemplify classroom practices. Some video examples are from CHIME, a fully inclusive school in Los Angeles, and some are from the Dr. William W. Henderson School in Boston, also an exemplary inclusion campus for K–12 students.
- Added a **Glossary**, which will allow digital users to link to boldface terms in each chapter.

Key Content Updates by Chapter

- **Chapter 1:** Added information about *Andrew F. v. Douglas County School District*; updated percentages in Table 1.1 according to the 43rd annual report to Congress; updated Figure 1.1 to include the expansion of acronyms; added a definition of paraprofessional; added questions for reflection following the *Classroom Scenario: Volunteerism* and updated the scenario by integrating the individualized education program (IEP).
- **Chapter 2:** Added information about HLPs at the beginning of the chapter and integrated this concept throughout; incorporated new content, including digital tools for home/school communication, roles of paraprofessionals, and communication with paraprofessionals; updated *Diversity, Equity, and Inclusion in the Classroom* and the *Apps for Education* features; added parental/caregiver perspective in Table 2.1; added new content in *Classroom Scenario: Collaborating for Aliyah* to provide a more authentic context; added definition of universal design for learning (UDL).

- **Chapter 3:** Updated prevalence statistics throughout the chapter; added new content, including the *Diversity, Equity, and Inclusion in the Classroom* feature, the distinction between language delay versus difference, examples in each of the *In the Classroom* features, and examples of strategies and instructional adaptations; expanded the description in the *Classroom Scenario: Adaptations for Maria* feature; updated the *Apps for Education* feature; added Figure 3.1 as an example of a self-monitoring checklist and Figure 3.2 as an example of an interval recording checklist.
- **Chapter 4:** Updated prevalence statistics and the *Diversity, Equity, and Inclusion in the Classroom* feature; added discussion of person-first versus identity-first language; expanded discussion of social language use for students with autism spectrum disorders; expanded on and/or added new examples of instructional strategies and techniques; added new *Research Highlight* feature; increased coverage of emergency procedures.
- **Chapter 5:** Added Table 5.1 to provide examples of enrichment activities in specific content areas; added a new section on the COVID-19 pandemic; added a new *Research Highlight* and *Diversity, Equity, and Inclusion in the Classroom* feature; revised Figure 5.1; updated Figure 5.3.
- **Chapter 6:** Updated learning objectives; expanded information on content standards; added Figure 6.1a and 6.1b to illustrate differentiation to meet different learner needs; added content about choral responding, scaffolding, and a new *Diversity, Equity, and Inclusion in the Classroom* feature; added a new section on “flexible grouping” and a new section to specifically introduce “CEC’s High-Leverage Practices for Special Education.”
- **Chapter 7:** Reorganized the delivery of response to intervention discussions to provide clear directives for each Tier of instruction. Added Table 7.1 to show an example of weekly progress monitoring; added examples of screening measures; expanded and reorganized progress monitoring content in the discussion of the multi-tiered systems of support to identify how progress monitoring differs to inform instruction for additional needs for intervention; added new content for the *Research Highlight* and the *Diversity, Equity, and Inclusion in the Classroom* feature; updated content in the *Apps for Education* feature.
- **Chapter 8:** Added information about HLPs at the beginning of the chapter and integrated this concept throughout; Added learning objective 8.3 and a new *Research Highlight*; added discussion and description of “check in, check out” as a Tier 2 intervention; added new content about goal setting, behavior-specific praise, bullying prevention, and social skills; expanded discussion of the ABC (antecedent, behavior, consequence) analysis example; added definition of self-determination skills; updated the *Apps for Education* feature; added description of a strategy for promoting equity in disciplinary practices.
- **Chapter 9:** Added a new *Research Highlight* and *Diversity, Equity, and Inclusion in the Classroom* feature; added new content on peer networks and peer mediation; added Table 9.2 to provide examples of UDL principles represented in peer tutoring and cooperative learning; updated the *Apps for Education* feature.
- **Chapter 10:** Added a new *Apps for Education*, *Research Highlight*, and *Diversity, Equity, and Inclusion in the Classroom* features; integrated information about the IEP, including learning goals and accommodations; integrated connection to HLPs throughout the chapter.

- **Chapter 11:** Added new content for self-management of homework and a strategy for peer revising; expanded coverage of digital tools to support study skills at home and for note taking; Added new *Research Highlight, Diversity, Equity, and Inclusion in the Classroom*, and *Apps for Education* features; updated Figure 11.6.
- **Chapter 12:** Integrated information about HLPs throughout; Added new *Research Highlight, Diversity, Equity, and Inclusion in the Classroom*, and *Apps for Education* features; added new content, including an example of an alternative state assessment and an example of a student’s assessment data in Table 12.2, which integrates the individualized education program (IEP); expanded discussion of formative assessment, grading procedures, and adjusting scoring procedures; updated Figure 12.1.
- **Chapter 13:** Added new *Research Highlight, Diversity, Equity, and Inclusion in the Classroom*, and *Apps for Education* features; expanded example of standards for reading; updated digital tools, apps, and assistive technologies to support literacy instruction; added descriptive adaptations for secondary students including examples of tiered instruction at the secondary level.
- **Chapter 14:** Expanded discussion of math standards; incorporated new content, including strategies for fact fluency, use of the self-regulated strategy development framework for math, use of calculators, and progress monitoring; added a new *Research Highlight* feature; updated the *Diversity, Equity, and Inclusion in the Classroom* and *Apps for Education* features; updated digital tools and apps to support math instruction.
- **Chapter 15:** Added a new *Research Highlight* and *Diversity, Equity, and Inclusion in the Classroom* feature; updated the *Apps for Education* feature; incorporated new content, including science and social studies standards, differentiated curriculum enhancements for content vocabulary acquisition, and new examples of instructional adaptations and universally designed strategies to support student learning.
- **Chapter 16** (previously part of Chapter 15): Added new *Research Highlight, Diversity, Equity, and Inclusion in the Classroom*, and *Apps for Education* features; added new content for planning transitions to kindergarten, elementary school, middle school, secondary settings, and postsecondary environments; increased coverage of transition strategies; added new *Classroom Scenario* and *In the Classroom* features; added new content, including curriculum for enhancing self-determination skills and examples for applying these skills across grade levels.

TEXT ORGANIZATION

PART 1: THE FUNDAMENTALS The first part of this book presents the fundamentals of inclusive teaching, including the history of special education, the legislation that requires it, and the necessary and relevant practical information for developing IEPs. Chapters in Part I also provide a framework for understanding the stakes for making inclusion necessary and equitable, the characteristics of specific disabilities and abilities covered under the law, and the practices that make inclusion possible, including collaboration among caregivers and professionals. Featured coverage also includes students with special gifts and talents, students representing cultural linguistic diversity, and students living in poverty.

PART 2: DEVELOPING EFFECTIVE TEACHING SKILLS Part 2 presents effective teaching skills across grade and skill levels—those techniques teachers can do to maximize student learning in inclusive settings. This part is concerned with teaching skills

that can be effective across content and subject matter and discusses how to increase teacher effectiveness in such areas as classroom organization and teacher presentations, efficient behavior management, motivating students to learn, improving attention and memory, enlisting the support of classroom peers, improving study skills and test-taking skills, and employing assessment materials and techniques to maximize overall instruction. Extensive discussion is also made of the response-to-intervention model or multi-tiered systems of support that are presently applied in many educational settings to accommodate students with disabilities. Overall, Part 2 is dedicated to developing the skills needed to become an effective teaching professional in an inclusive classroom.

PART 3: TEACHING IN THE CONTENT AREAS Part 3 is concerned with applying effective teaching strategies in specific content areas. Included in this part are strategies for maximizing teaching effectiveness in literacy skills from pre-reading to essay composition; mathematics from early number concepts to algebra; life, physical, and earth science; and social studies. Teaching techniques and strategies in these significant areas are described across grade and skill levels.

PART 4: FACILITATING TRANSITIONS The last part is devoted exclusively to facilitating transitions students make throughout their school years, including transitioning from preschool and throughout the grade levels, to graduation and transition to employment, postsecondary education, or other settings.

The Purposes of Our Pedagogical Features

Teaching Strategies and Skills That Sustain Inclusive Classrooms

In writing the seventh edition, as in previous editions, we wanted to emphasize the practical, research-based teaching and learning strategies essential in inclusive environments. For this reason, we focus on the basic tools effective educators use and directly relate this content to the academic and professional demands of teachers in inclusive settings.

STRATEGIES FOR MAKING ADAPTATIONS FOR STUDENTS WITH SPEECH OR LANGUAGE IMPAIRMENTS

Instruction is effectively differentiated when adaptations are made in the physical environment, instructional materials, instructional procedures, and assessment methods appropriate to the needs of individual learners. Following are some adaptations that are generally appropriate for students with speech and language impairments. More specific techniques are provided in Parts 2 and 3 of this text.

Strategies for . . . features in the text in Chapters 2 through 16 provide a significant number of research-based strategies included specifically for teachers to use in their inclusive classrooms with all students. Research-based strategies link research to teaching and promote student competency.

In the Classroom

Preparing Classmates of Students with Disabilities

- Some schools have disability-awareness programs for students and teachers. If not, ask a special educator or counselor to talk about disabilities and explain strengths and differences of individuals with disabilities.
- Expose students in the elementary grades to books that portray characters with disabilities.
- Encourage older students to ask questions and set a model of open acceptance.
- Promote cooperative relationships between students with disabilities and students without disabilities.
- Tell students about their roles as possible peer tutors and helpers. Provide models of how peers can assist, but make it clear that they should ask before helping and also encourage independent functioning. They should not try to do everything for students with disabilities.
- Explain that all classmates, even if they are not peer tutors or helpers, can encourage students with disabilities to be active participants and members of the class.

In the Classroom features offer tips, checklists, templates, and practical strategies that serve as effective classroom applications.

Inclusion Checklist

IMPROVING ATTENTION AND MEMORY

If students are having problems with attention, have you considered the following? If not, see the pages listed here.

STRATEGIES FOR IMPROVING ATTENTION

- Address the preconditions of attention with teacher effectiveness, 252
- Provide assistance with basic skills problems, 252–253
- Use direct appeal, 253
- Use proximity, 253
- Break up activities, 254
- Allow sufficient movement to reduce restlessness, 254
- Provide student activities, 254
- Use classroom peers to promote attention, 254
- Provide direct consequences for attention, 254–255
- Teach self-recording strategies, 255

STRATEGIES FOR ADDRESSING EXTREME CASES OF ATTENTION DEFICITS

- Provide intensive teacher-led instruction, 256
- Consider strengths and weaknesses of stimulant medication, 256–258
- Provide behavioral techniques, 258
- Promote joint attention, 258

If students are having problems with memory, have you considered the following? If not, see the pages listed here.

STRATEGIES FOR IMPROVING MEMORY

- Address memory preconditions, 259
- Develop “metamemory,” 259–260
- Use external memory, 260
- Enhance meaningfulness, 260
- Use concrete examples, pictures, or imagery, 260–262
- Minimize interfering information, 262
- Use enactments and manipulation, 262
- Promote active reasoning, 262–263
- Increase practice, 263
- Use clustering and organization, 263
- Promote elaboration, 263–264

STRATEGIES FOR IMPROVING MEMORY WITH MNEMONIC TECHNIQUES

- Use the keyword method for verbal associations, 265–269
- Use the pegword method for numbered or ordered information, 269–271
- Use letter strategies for lists, 271–272
- Create mnemonic pictures, 272–273
- Combine mnemonic strategies with other classroom activities, 273

Inclusion Checklists at the end of each chapter summarize the strategies described in the chapter and are helpful for finding immediate references for specific strategies, pinpointing challenges students or teachers might be having, or planning specific interventions. Teachers may wish to consider the suggestions contained in the appropriate checklists prior to referring students for special education services. For example, if a teacher is considering referring a student for special education based on observed problems with attention or memory, the teacher could first consult the Inclusion Checklist in Chapter 10 for a list of possible interventions in these areas and page references for those interventions in the text.

Learning Strategies That Support Students' Educational Progress

The end goal of education is to ensure *all* students make educational progress. Individual educational plans, written for students with disabilities, should include goals that have high expectations for the progress of students with annual goals that are both realistic and ambitious so that the annual measurable progress is meaningful. Two features of this text offer insights in planning for educational progress and ensuring that planning is equitable.

Classroom Scenarios provide context for teaching strategies featured in the text by modeling cases that illustrate how to identify students who would benefit from instruction using those specific strategies.

CLASSROOM SCENARIO

James

James is a 10-year-old fifth-grader who was having trouble succeeding academically in school. His teacher, Ms. Marshak, believed that James had the overall ability to succeed in her classroom, but he rarely completed his work. As a result, he was falling far behind the other students in the class.

Ms. Marshak began to pay more attention to how James was spending his time. She found that he was often the last student to organize materials on his desk and begin working. During this period, James also spent more time than other students setting up his Chromebook, asking to get a drink of water, daydreaming, or playing with objects from his backpack. When Ms. Marshak recorded his behavior at the end of every minute over a 30-minute period, she found that James was actually working on his assignment only 10 of the 30 times she sampled his behavior. Clearly, he needed to increase the amount of time he put into his schoolwork.

QUESTIONS FOR REFLECTION

1. Why is James off-task so often? How could you find out?
2. Why doesn't concern about poor grades motivate James to work harder?
3. What are some simple things Ms. Marshak could do to help James?

Diversity, Equity, and Inclusion in the Classroom features illustrate how classrooms are more diverse not only with respect to students with disabilities but also with respect to race, gender, religion, language, and ethnicity. Specific strategies are presented to support students, families, and caregivers representing such diverse groups. Each feature ends with a question for classroom or peer discussion.

Diversity, Equity, and Inclusion in the Classroom

Cooperative Learning Activities in Multiethnic Classrooms

Many students prefer to work with peers for some school activities. Most students who have participated in peer tutoring or cooperative learning activities have reported enjoying working with partners. Sometimes students with disabilities have reported they have felt more comfortable reading with a single partner during peer tutoring than reading aloud in front of the entire class (see Mastroperieri et al., 2001), and English learners have reported gaining confidence in their abilities (Norland, 2005). Similar, related findings have been observed when students from various ethnic backgrounds have been placed in structured small-group cooperative learning situations. In some studies, students from diverse ethnic backgrounds were found to

have increased popularity following multiple cooperative learning lessons. Oortwijn et al. (2008) implemented cooperative learning lessons in elementary schools that included authentic math problem assignments with multiple possible solutions in heterogeneous cooperative groups. Improved cooperativeness and friendships among students from all ethnic groups were observed over time. More recently, Van Ryzin et al. (2020) implemented cooperative learning in a project involving 15 middle schools over a 2-year period and reported that students in cooperative learning conditions overall reported positive gains in peer relatedness (acceptance from other classmates), academic support (help and support from other students), and engagement (motivation and effort to do

well in school) than students who had not participated in cooperative learning. Furthermore, it was found that overall gains in peer relatedness, academic support, and engagement were even greater for students from a variety of racial-ethnic groups than they were for White students. Van Ryzin and colleagues concluded that cooperative learning helped reduce ethnic disparities because it reduced interpersonal competition and provided opportunities for students of different racial-ethnic groups to work together to achieve common goals. These findings offer promise for using small-group activities such as cooperative learning when working with diverse groups of students.

Discuss: What are the advantages for students when learning in diverse cooperative groups?

Research-Based Resources That Reinforce Inclusion

The strategies in this text are research based, which means they have the greatest probability of affecting student learning. In addition to the wealth of research-based strategies and their application described in this text, two features support the use of researched-based strategies:

Research Highlight

Using Students with Emotional/Behavioral Disorders as Peer Tutors

Teachers and researchers have frequently observed that tutoring may produce benefits beyond the increase in academic learning being targeted. Students acting as tutors have been said to improve in interpersonal skills, attitude toward school and the subject matter being tutored, personal responsibility, and overall self-esteem, although these findings have not been consistently demonstrated (Scruggs & Mastropieri, 1998). Previous research has suggested students with emotional and behavioral disorders (EBD) may serve successfully as both tutors and tutees (Spencer, 2006; Watts et al., 2019). Spencer et al. (2003), for example, employed students in a middle school for students with EBD as peer tutors and tutees within social studies classes using paragraph summary strategies and reported higher test scores and improved on-task behavior in the tutoring condition. However, it was less certain whether students with EBD can benefit socially or behaviorally from acting as cross-age tutors of younger students, a question investigated by Watts et al. (2020).

Watts and colleagues (2020) identified five fifth- and sixth-grade students who had been identified as having EBD or students with learning disabilities who also had challenging classroom behaviors and/or IEP goals directly concerned with improving social or behavioral skills. Students were also given a measure of internalizing or externalizing behavior and their scores were included if they fell within moderate- to high-risk ranges. All tutors were concurrently participating in a Check-in, Check-out (CICO) program in which their behaviors were monitored regularly on a daily progress record (DPR).

Tutees included kindergarten students nominated by their teacher as exhibiting difficulties with early numeracy knowledge and skills. These students scored an average standard score of 76.2 on a test of early mathematics skills (about the 5th percentile).

Tutors were individually trained to implement tutoring to the kindergarten students using a number line board game intended to improve early number concepts and skills. Tutors were trained in providing the materials, modeling rules and procedures, demonstrating guided practice, providing corrective feedback and positive behavioral reinforcement on task. Participating teachers were trained in two sessions, while tutors were trained in one-to-one sessions for 45 minutes and supervised by the special education teacher while tutoring. Fidelity of implementation was assessed using a procedural checklist aligned with the training manual.

Tutees received three tutoring sessions per week for 25–30 minutes each in a separate classroom setting. Maintenance was assessed following the end of the tutoring session. The investigation employed a multiple-baseline design, in which all students were monitored for 3–6 weeks prior to the tutoring intervention in the baseline condition, followed by up to 10 weeks of tutoring and 2 weeks of maintenance testing. Tutees were tested weekly on an early mathematics inventory, and tutors were assessed daily on their DPRs for percent of DPR behavioral points earned.

Fidelity of implementation data revealed that tutors were able to implement the intervention with a high degree of fidelity. At the end of the tutoring and maintenance program, Watts et al. (2020) reported

that the kindergarten tutees had demonstrated consistent progress on their weekly math inventory scores and maintained these gains over the maintenance period. Furthermore, they had progressed over the course of the intervention from a mean standard score of 76.2 (about the 5th percentile) to a mean standard score of 93 (about the 32nd percentile) on a standardized test of early mathematics ability. Tutors generally improved in their CICO daily progress report scores, and most maintained these gains. In addition, tutors' mean scores on the measure of externalizing behaviors showed a pre-post decrease of 13.2 to 9.8, and on the measure of internalizing behaviors a decrease of 9.8 to 9.4. For two students, risk status for externalizing behavior decreased from "high" to "moderate."

Watts and colleagues (2020) concluded the tutoring intervention had been highly successful for both the academic learning of the tutees and the behavioral progress of the tutors. Teachers noted some difficulty with scheduling the tutoring sessions, but all teachers and students agreed the program had been beneficial, and all tutors and tutees expressed a desire to participate in more tutoring in the future.

QUESTIONS FOR REFLECTION

1. Why do you think tutoring kindergarten students improved the social behavior of fifth- and sixth-grade students with EBD?
2. Do you think the behavioral gains made by the students with EBD justified the use of their time as tutors? Why or why not?
3. What other tutoring interventions can you think of in which students with disabilities might benefit from being tutors?

Research Highlight features explain the recent research behind certain teaching strategies developed for use with students with disabilities. They provide resources for further information and explanation and then tie chapter content to the research with questions for reflection. The descriptive nature of the *Research Highlight* allows readers to see the need to verify strategies teachers use to account for their use appropriately.

Apps for Education

Managing Time with the Time Timer™

Many students have difficulties with understanding the concept of time, especially when told they need to keep working for a specified amount of time. Other students have difficulties with transition periods and changing from one activity to the next. A technological device called the Time Timer can help students visually see the amount of time left as they work and help them comprehend in a more concrete fashion the amount of time left for work or the amount of time left for one activity before moving to the next activity. The visual timer is a clock that comes in various sizes. One standard version is approximately 8 inches square and has a 60-minute timer. A smaller, 3-inch-square version is also available that can be clipped to a student's belt. When setting a specified amount of time—say, 15 minutes—that amount of time appears in red. A red disk shows on the timer when a time is set. As the

time passes, the red disk disappears bit by bit, such that when time is up, the red disk is gone. As this happens, students can visually see the red disk disappearing as time passes and obtain a better picture of the amount of time left. Such a device may help students feel more comfortable with the concept of time because it makes the concept more concrete for them.

An app version of Time Timer, the *iPad Edition* (Time Timer LLC), is available that functions similarly but is designed for use with an iPad. Again, the visual counting-down of the minutes provides students with immediate cues about remaining time. Many additional timer apps are also available, including *Timer* (Minima Software LLC) and *Easy Stop Watch & Timer* (BND Co., Ltd.), which include similar features for counting down time; some also include stopwatch features.



Source: From Time Timer LLC. Reprinted with permission.

Other apps help teachers track student behaviors. For example, *Teacher's Assistant: Track Student Behavior* (Lesson Portal, LLC) and *TeacherKit* (ITWorx Egypt) organize students by class, enable note taking for comments, allow storage of grades, interface with e-mail for contacting parents and caregivers, and interface with Dropbox for backing up files. These and other assistive and instructional technologies can become an important component of effective instruction, as described throughout this text.

Apps for Education provide up-to-date information on new technologies and how they can be employed to improve the academic or social functioning of students with disabilities.

Learning Management System (LMS)–Compatible Assessment Bank, and Other Instructor Resources

LMS-Compatible Assessment Bank

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard Canvas, D2L, and Moodle. These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Objective Quizzes** Each chapter learning outcome is the focus of a *Learning Objective Quiz* that is available for instructors to assign through their LMS. Learning objectives identify chapter content that is most important for learners and serve as the organizational framework for each chapter and therefore each chapter quiz. The higher-order, multiple-choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. Each multiple-choice question includes feedback for the correct answer and for each distractor.

- **Application Exercises** Each chapter provides opportunities to apply what you have learned through *Application Exercises*.
- **Chapter Tests** Suggested test items are provided for each chapter and include questions in multiple-choice and short-answer/essay formats.

Instructor's Manual

The Instructor's Manual is provided as a Word document and includes resources to assist professors in planning their course. The resources in this manual include chapter learning objectives, key terms, detailed chapter outlines that can be used as presentation guides, chapter summaries, application activities, discussion questions, and additional suggested resources.

PowerPoint® Slides

PowerPoint slides are provided for each chapter and highlight key concepts and summarize the content of the text to make it more meaningful for students. Often, these slides also include questions and problems designed to stimulate discussion and to encourage students to elaborate and deepen their understanding of chapter topics.

Note: All instructor resources—LMS-compatible assessment bank, instructor's manual, and PowerPoint slides are available for download at www.pearson.com. After searching for your title, be sure you have selected "I'm an educator", and then select "Instructor resources" tab.

Acknowledgments

We thank Rebecca Fox-Gieg for her constant support throughout this revision process. We thank Linda Bishop, our Developmental Editor, for her tireless reading and providing excellent feedback throughout the entire revision process. We thank Neha Sharma and Hemalatha Loganathan, and Prathiba Rajagopal and the entire content and production staff for their detailed editing with helpful suggestions throughout all development phases. We thank Drew Bennett, Krista Clark, and Jenell Forschler for their assistance on production and marketing areas of expertise. We thank graduate research assistant, Roba Hrisseh, for her invaluable suggestions and particular expertise in assistive and instructional technology.

The authors also would like to thank the reviewers whose input forged new ideas and whose revision guidelines improved this new seventh edition. We are indebted to Wendy Cavendish, University of Miami; Gina Conner, Arizona State University; Mary Frances Hanline, Florida State University; Mark Moody, Central Michigan University; Laura Reissner, Northern Michigan University; and Kimberly Viel-Ruma, University of Georgia. Thanks to each of you.

Kelley would like to acknowledge her husband, Chris, and son, Parker, for their smiles, encouragement, and support throughout the revision process. In addition, Kelley would like to express her gratitude to Margo and Tom for the invitation to join them for this edition. Their mentorship continues to have a profound and lasting impact. Tom and Margo also thank Lisa Mastropieri for her continuous support and encouragement.

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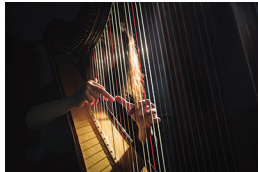
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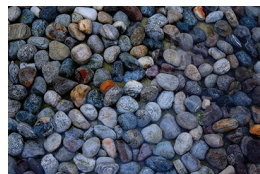
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CHAPTER

1

Introduction to Inclusive Teaching

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- 1.1** Understand and describe educational rights for individuals with disabilities.
- 1.2** Describe the concept of *least restrictive environment* and identify the general characteristics of each of the disability categories defined by the Individuals with Disabilities Education Act (IDEA).
- 1.3** Summarize the legal foundations, litigation, and legislation concerning students with disabilities, such as the Individuals with Disabilities Education Act, the Vocational Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).
- 1.4** Contrast the models of service delivery and the continuum of services available to students with disabilities.

In 1975, Congress passed a law that would change the face of public education in the United States. The Education for All Handicapped Children Act—now known as the **Individuals with Disabilities Education Act**, or **IDEA**—specified that all children, including those with disabilities formerly excluded from school, were entitled to a **free, appropriate public education (FAPE)**. This law went far beyond any previous legislation in specifying that, to the greatest extent possible, this “special” education was to be provided in the **least restrictive environment (LRE)**. In other words, students with disabilities were to be educated to the greatest extent possible in the general education classroom. This text is dedicated to describing the means by which this “least restrictive environment” can become a reality.

The passage of IDEA and its subsequent amendments has largely achieved its purpose. More than ever, students with disabilities now receive FAPE. Furthermore, this education is being provided more often in the general education classroom.

Before the passage of IDEA, students with disabilities were often denied access to public education (Yell, 2019). In some cases, they were placed in institutions. In other cases, the parents and caregivers were forced to pay for private schools, often in inappropriate settings. Today, all students with disabilities are legally entitled to a free, appropriate education suited to their needs. The following scenarios compare a case from many years ago with a similar case from today. As a result of IDEA and related legislation, society has an increased understanding of individuals with disabilities and is much better able to accommodate individual differences in schools, in workplaces, and in social settings.

HISTORICAL SCENARIOS

Mr. and Mrs. Patterson

In 1960, Mrs. Patterson gave birth to a beautiful baby girl whom the Pattersons named Hope. Their initial excitement about the successful pregnancy and delivery was soon shrouded by a dark cloud. The Pattersons were informed by the doctors that their infant was “retarded.” Mrs. Patterson tells their story:

“When the physician informed us that our precious baby girl was ‘retarded,’ we were traumatized. I can still hear the doctor’s words: ‘You probably don’t want to keep her. The state institution is the best place for infants like her. The staff at the institution will be able to take care of her better than you.’

“I immediately hated the doctor. How could he be saying this to me about my baby girl whom I already loved with all my heart? I felt as if I was having a nightmare and that at any moment I would awake and find that everything was okay.

“At first we both were so angry and couldn’t help thinking thoughts like, *Why did this happen to us? We didn’t do anything wrong; this is unfair!* We looked for someone to blame. We blamed the doctors and the staff at the hospital. It must be their fault—something must have happened during Hope’s birth. Then we racked our brains for things that we might have done incorrectly during the pregnancy. Did I fall? Was I exposed to any harmful substances? We both felt so guilty and didn’t know whom to turn to for help. We felt overwhelmed and lost. The only individuals we knew to speak with were the doctors and staff at the hospital and they had already expressed their opinions to us.

“Then we decided. We loved Hope and we took her home with us. She was very slow at developing. We were always searching for effective ways to help her. Everything was so hard. Each little thing we did seemed like an enormous journey. By the time Hope reached kindergarten age, she had passed some important developmental milestones. But we knew she wasn’t developmentally the same as other children her age. We hoped, however, that being with other children her age would encourage her and she might begin to catch up once she was in school.

“Unfortunately, however, within the first week of kindergarten, we were contacted by the school and asked to remove Hope from the school. We were told that she wasn’t ready for school and that she took too much time away from the other children in the class. The local school administrators further told us that Hope had too many problems to allow her to ever attend the local schools. If we wanted Hope exposed to any educational program, the only solution available to us was to place Hope in the state institution’s school.

“We were again devastated with the decision we had to make. We felt as if we had no choice but to provide Hope an opportunity to develop as much as she could. We went through the same grieving process as we did when Hope was born. We were angry and felt guilty for sending Hope away, but we sincerely believed we had no other options available to us. Although we made the best decision at that time, we still feel guilty.”

Mr. and Mrs. Molina

Now imagine a family in circumstances similar to those of the Pattersons, 55 years later. Mr. and Mrs. Molina have a brand-new baby girl, Carmen. Like the Pattersons, the Molinas are instantly in love with their new daughter. They are saddened, however, when they are informed by the doctors that their precious infant is severely developmentally delayed. This time, however, the Molinas have additional legal guarantees in place that will provide a free and appropriate education for Carmen beginning with early intervention services, the least restrictive environment throughout her education, and continuing supported employment options into adulthood.

Some early intervention opportunities available are close by in their own community. Some of the program options are center based, in which the intervention occurs at the school; some are home based, in which the intervention takes place in the home; and others are a combination of center- and home-based programs. This means that Carmen can participate daily in relevant educational programs in a variety of setting options.

Additionally, established networks of organizations provide support to parents, caregivers, and families of children with disabilities. Although the Molinas will still have some of the same emotional experiences that the Pattersons had, at least the federal government has mandated services for families with children with severe disabilities. Mrs. Molina tells her story:

“We felt disappointed and guilty when the physician informed us that our beautiful baby girl was developmentally delayed. Her words still ring in my ears: ‘Your baby has a serious disability.’ We were stunned. We barely heard the rest of her statement: ‘We have a staff of early childhood specialists and nurses who will be in contact with you later today.’ We felt that the doctor must have us mixed up our child with someone else. There must be a huge mistake. How could anything be wrong with our new baby girl? I felt as if I was living in a nightmare and that at any moment I would wake up and find that everything was okay.”

The Molinas, like the Pattersons, went through the same questions of “Why us?” and “What happened?” and the associated feelings of denial, anger, guilt, and aloneness. Later on the same day, however, the Molinas felt the support from an early childhood specialist and a nurse. As Mrs. Molina reported:

“The early childhood specialist and the nurse explained the types of intervention services available for our baby and for us. At first, everything seemed like a blur, but as reality sank in, we realized that we had hope for Carmen. Specialized services were available, she would receive assistance, and we would receive educational support. Although we still felt stressed and angry—we wanted to blame someone—we began to realize there were individuals and support services that would help us do everything we could for Carmen and provide well for her individual needs.”

QUESTIONS FOR REFLECTION

1. Describe the various feelings experienced by the Pattersons. In what way were they similar to the feelings expressed by the Molinas? How do you think you would feel as a caregiver facing these issues?
2. Which of the Molinas’ program options do you think you would have chosen? Why?

What Are the Educational Rights for Individuals with Disabilities?

Learning Objective 1.1 Understand and describe educational rights for individuals with disabilities.

Before the passage of federal legislation mandating services for students with disabilities, these individuals were routinely and legally excluded from school. Johnson (1986, pp. 1–2) documented several instances from years past across the United States, including the following examples:

- In Massachusetts in 1893, a child with disabilities was excluded by a school committee because “he was so weak in mind as to not derive any marked benefit from instruction and further, that he is troublesome to other children . . .” (*Watson v. City of Cambridge*, 1893).
- In Wisconsin in 1919, a 13-year-old with normal intelligence but physical disabilities was excluded for the following reasons:

His physical condition and ailment produces a depressing and nauseating effect upon the teachers and school children; . . . he takes up an undue proportion of the teacher’s time and attention, distracts attention of other pupils, and interferes generally with discipline and progress of the school (*Beattie v. Board of Education of City of Antigo*, 1919).
- In 1963, Nevada excluded any student whose “physical or mental conditions or attitude is such as to prevent or render inadvisable his attendance at school or his application to study” (Nevada Revised Statutes, 1963).

- In 1971, Alaska excluded students with “bodily or mental conditions rendering attendance inadvisable” from school (Alaska Statutes, 1971).
- Virginia law in 1973 allowed school exclusion for “children physically or mentally incapacitated for school work” (Code of Virginia, 1973).

Today, these laws are no longer applicable. According to federal law, all students, regardless of disability, are entitled to a free and appropriate public education, including access to the general education curriculum. Since 1975, public education has truly become “education for all.”

Along with increased rights of individuals with disabilities from legislation such as IDEA come increased responsibilities for teachers. General education teachers today have more students with disabilities in their classrooms than ever. In fact, only a small proportion of students with disabilities currently receives more than 60% of their education outside the general education classroom (see Table 1.1). Today, therefore, teachers must be especially aware of their responsibilities in providing appropriate instruction for students with disabilities.

Although more responsibilities are placed on the general education teacher, they should not be considered a burden. On the contrary, classroom diversity—whether in the form of culture, language, sexual orientation, race, ethnicity, or ability—is something to be valued in its own right. Diversity provides a more exciting, dynamic classroom and the opportunity for students to learn that all people are not the same. Diversity provides opportunities for students to understand, respect, and value others for their differences.

Finally, diversity provides the opportunity for you to use all of your imagination, skills, and resources to be the best teacher you can be. In the end, effective inclusive teaching is about being the most effective teacher possible and supporting all students to learn in the least restrictive environment.

TABLE 1.1 Percentage of Students Ages 5 Through 21 with Disabilities Receiving Services in Different Educational Environments

Served Inside the Regular Classroom				
Disabilities	80% or More of the Day (%)	40–79% of the Day (%)	Less Than 40% of the Day (%)	Separate Environments (e.g., Residential, Separate Facilities, Correctional, Home-Bound/Hospital Environments) (%)
Specific learning disabilities	73.5	20.4	4.2	1.8
Speech or language impairments	87.9	4.4	3.7	4.0
Intellectual disabilities	16.6	27.9	48.7	6.7
Emotional disturbance	50.2	17.1	16.9	15.8
Multiple disabilities	14.3	17.8	44.9	23.0
Hearing impairments	63.7	14.6	9.9	11.8
Orthopedic impairments	55.6	15.2	21.1	8.1
Other health impairments	68.2	19.5	8.1	4.2
Visual impairments	68.8	12.1	8.7	7.9
Autism	39.8	18.3	33.5	8.4
Deaf-blindness	26.5	13.3	34.8	25.3
Traumatic brain injury	51.5	21.2	19.4	7.9
Developmental delay	66.6	17.7	14.2	1.5
All disabilities	64.8	17.4	12.9	5.0

Source: 43rd Annual Report to Congress on the Implementation of Individuals with Disabilities Act (Section I, p. 57), 2021, Washington, DC: U.S. Department of Education.

The Least Restrictive Environment

Learning Objective 1.2 Describe the concept of *least restrictive environment* and identify the general characteristics of each of the disability categories defined by the Individuals with Disabilities Education Act (IDEA).

WHERE ARE STUDENTS WITH DISABILITIES SERVED?

Critical to IDEA legislation is the concept of least restrictive environment (LRE; Rozalski et al., 2011). This phrase means that students with disabilities must be educated in the setting least removed from the general education classroom. To the greatest extent possible, students with disabilities are not to be restricted to education in special schools or special classrooms but, rather, should have access to the same settings to which students without disabilities have access. When students with disabilities are educated, to any extent, in a different setting, there must be a compelling reason that this setting is in the student's best interest.

MAINSTREAMING AND INCLUSION Mainstreaming was the first movement devoted to the placement of students with disabilities within the general education classroom. Advocates of **mainstreaming** three or four decades ago did not necessarily want to see students with disabilities placed in special classes for the entire school day, but they argued that more exposure to the general classroom would be in everyone's best interest (e.g., Blankenship, 1981). Often, mainstreaming was thought to be something individual special education students could "earn" by demonstrating that their skills were adequate to function independently in general education settings. Since then, the term **inclusion** has been used to describe the education of students with disabilities in general education settings. Although many definitions have been used to describe *inclusion*, the term is generally taken to mean that students with disabilities are served primarily in the general education classroom, under the responsibility of the general classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as a resource room. Additional support can also be provided within the general education classroom by paraprofessionals or special education teachers. Although this is a similar concept to mainstreaming, a critical difference of inclusion is the view of the general classroom as the primary placement for the student with disabilities, with other special services regarded as ancillary (Lipsky & Gartner, 1997).

In addition to mainstreaming and inclusion, the term *full inclusion* is also used, referring to the practice of serving students with disabilities and other diverse learning needs entirely within the general classroom. In full-inclusion settings, all students with disabilities are served for the entire day in the general classroom, although special education teachers and other personnel may also be present in the general classroom at times (Kauffman et al., 2011; Zigmond, 2015).

WHO IS SERVED UNDER IDEA?

The Individuals with Disabilities Education Act is intended to provide necessary support services to students with disabilities. To accomplish this goal, students with disabilities are categorized in particular disability groups. It is important to remember, however, that all students served by IDEA are first human beings and individuals, capable of achievement, accomplishment, friendship, affection, and all other attributes of any other individual. Disability status may not be a permanent characteristic of all individuals; in fact, most people can expect to be considered "disabled" at one time or another in their lives. This in no way detracts from their fundamental worth as human beings. In fact, it is this principle of individual worth that has inspired much of today's special education legislation.

In short, although students served under IDEA have been given a disability "label," it is important to consider the individual first and then consider the label as a secondary factor, along with other characteristics that help identify the unique aspects of the individual. For this reason, it has been recommended that "person-first" language be adopted (Russell, 2008; for a different view, see Pulrang, 2020). For example, we speak of "students with hearing impairments," rather than "hearing-impaired students." It is also important to remember that we use these descriptions only when it is directly relevant to a situation. When it is

not relevant to list hearing impairment as a characteristic, for example, we speak simply of “Chris,” or “Devon,” or “Ana.” For example, Margo, as a high school student, was best friends with Gia, a student 1 year older. They played on the basketball team together and spent much of their after-school time together. After several years of close friendship, Margo expressed surprise that Gia had not gotten her driver’s license, even a year after her 16th birthday. Furthermore, Gia went to a separate setting to take the SAT. When she asked Gia about these things, Gia revealed that she was legally blind. Margo was astonished to hear this—and this situation demonstrated clearly to her that many characteristics of individuals, such as warmth, caring, sincerity, and understanding, can be much more important than disability status. It also demonstrated that important relationships can be developed and maintained that have little or nothing to do with disability status.

GENERAL CHARACTERISTICS Students served by IDEA are distributed among 13 disability categories. Following is a brief description of each category (see Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, 2006; IDEA, 2004). Note that individual states may use different terminology.

- *Autism.* Autism is a developmental disability generally manifested within the first 3 years of life. Major characteristics can include impairments in communication and reciprocal social interaction, resistance to change, engagement in repetitive activities, and unusual responses to sensory stimuli.
- *Deaf-blindness.* Individuals in this category have moderate to severe impairments in both vision and hearing, causing such severe communication and educational needs that programming solely for children with deafness or children with blindness is not appropriate.
- *Deafness.* Individuals with deafness have hearing impairments so severe that processing linguistic information through hearing is severely limited, with or without amplification, and educational performance is negatively impacted.
- *Emotional disturbance (or serious emotional disturbance).* This category includes individuals with a condition in one or more of the following areas over an extended period of time: (1) inability to learn, not due to intellectual, sensory, or health problems; (2) inability to build and maintain social relationships with peers and teachers; (3) inappropriate behavior and affect; (4) general pervasive depression or unhappiness; (5) tendency to develop fears or physical symptoms associated with school and personal problems; and (6) schizophrenia (a disorder in perception of reality). According to the federal definition, emotional disturbance is not intended to apply to socially maladjusted children unless they are also characterized as having serious emotional disturbance.
- *Hearing impairments.* Hearing impairments, with or without amplification, affect educational performance and developmental progress. The impairment may be permanent or fluctuating, mild to profound, unilateral or bilateral, but this category includes impairments not included under the definition of deafness.
- *Intellectual disabilities.* Intellectual disabilities (referred to as *mental retardation* in IDEA) describes significantly below-average intellectual functioning, as well as concurrent deficits in “adaptive behavior” (age-appropriate personal independence and social responsibility). It is manifested between birth and age 18 and negatively affects educational performance.
- *Multiple disabilities.* This category includes any individuals with two or more disabling conditions. However, this category often includes intellectual disability as one of the categories and is usually used when disorders are serious and interrelated to such an extent that it is difficult to identify the primary area of disability. It does not include deaf-blindness.
- *Orthopedic impairments.* Orthopedic impairments are associated with physical conditions that seriously impair mobility or motor activity. This category includes individuals with cerebral palsy, individuals with diseases of the skeleton or muscles (such as poliomyelitis), and those who are victims of accidents.

- *Other health impairments.* This category includes chronic or acute health-related difficulties that adversely affect educational performance and are manifested by limited strength, vitality, or alertness. It can include such health problems as heart conditions, sickle-cell anemia, lead poisoning, diabetes, and epilepsy. It can also include **attention-deficit/hyperactivity disorder (ADHD)**.
- *Specific learning disabilities.* This category refers to a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language, which can result in difficulties in reading, writing, listening, speaking, thinking, spelling, or mathematics. The term *learning disabilities* does not apply to children with learning problems that are primarily the result of visual, hearing, or physical disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic disadvantage.
- *Speech or language impairments.* This category includes disorders of articulation, fluency, voice, or language that adversely affect educational performance.
- *Traumatic brain injury.* Traumatic brain injury is an acquired injury to the brain due to external force resulting in a total or partial disability, psychosocial impairment, or both that negatively affects educational performance (does not apply to congenital or degenerative injuries or to brain injuries acquired during birth).
- *Visual impairments, including blindness.* A visual impairment is a loss of vision that, even when corrected, affects educational performance. It may be mild to moderate to severe in nature. Students who are blind are unable to read print and usually learn to read and write using braille. Students with low vision can usually read when the print is enlarged sufficiently.

In addition, children age 3–9 can be classified as experiencing developmental delay if they have developmental delays in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive development. Such children may need special education and related services.

OTHER INSTANCES OF CLASSROOM DIVERSITY IDEA mandates services for most of the recognized disability areas. However, there are other sources of classroom diversity, not associated with disabilities, that you need to consider when planning and implementing classroom instruction. These areas include the following:

- *Culturally and linguistically diverse groups.* These students are culturally and/or linguistically different from the majority U.S. culture or different from the teacher. Teachers should plan and implement equitable instruction that is considerate of and sensitive to all students' linguistic and/or cultural differences (Gollnick & Chinn, 2017).
- *At-risk students.* Students categorized as “at risk” exhibit characteristics, live in an environment, or have experiences that make them more likely to fail in school, drop out, or experience a lack of success in future life. These factors are many and varied, but they include “slow learners” not served by IDEA categories and individuals who have sociocultural disadvantages, are at risk for suicide, or come from dysfunctional home environments (e.g., marred by drug or alcohol abuse, domestic violence, or child abuse). Such learners may require trauma-informed approaches (Craig, 2008) or any of a variety of adaptations to help them succeed in school and later in life (Frieman, 2001).
- *Gifted, creative, and talented.* These students exhibit skills or abilities substantially above those of their age in areas such as academic achievement in one or more subject areas, visual or performing arts, or athletics. If the abilities of such students greatly exceed classroom standards or curriculum, special adaptations or accommodations may be appropriate. Although many states have passed laws providing for the identification and education of gifted and talented students, in many cases, funding for gifted programs is not provided (Rimm et al., 2018).