



Third Edition

Teaching in Today's Inclusive Classrooms

A Universal Design for Learning Approach

Richard M. Gargiulo • Debbie Metcalf

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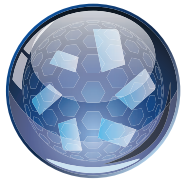
Musette Perkins, a native San Franciscan, has been an assiduous artist in our studio since 2001.

Perkins's clean-lined drawings depict familiar symbols and icons in a realistic style. She repeats these images in complex patterns that fill the picture plane. She also likes to incorporate text into her drawings and paintings, often prose or poetry that she finds interesting. Usually leaving the background paper white, she uses primarily purples and pinks to outline her images.

More recently, Perkins has enjoyed working on group collages and textile pieces, combining her own small-scale works with those of other artists.

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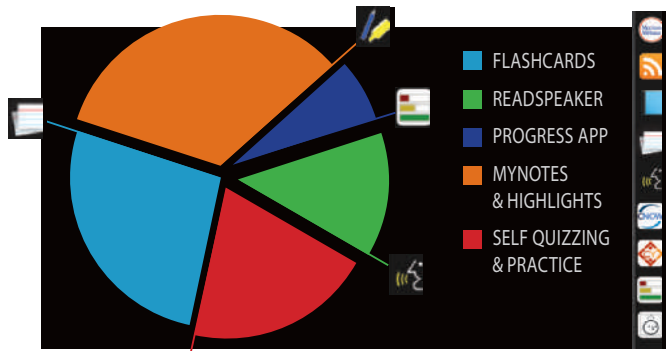
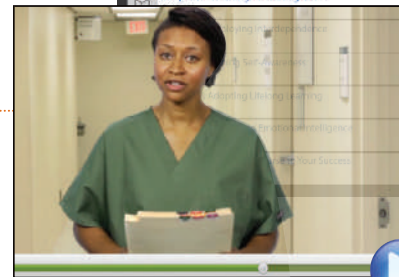
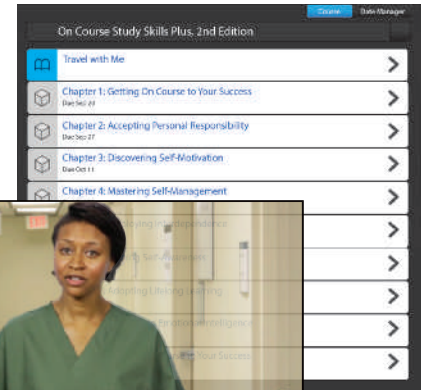
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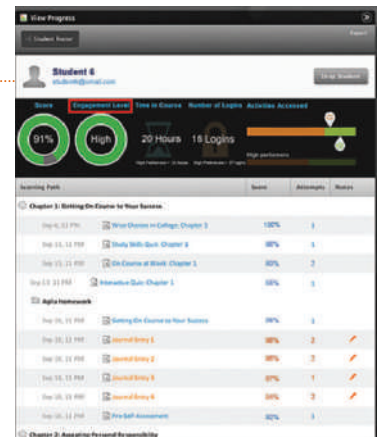
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THIRD EDITION

Teaching in Today's Inclusive Classrooms



A Universal
Design for
Learning
Approach

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University of Alabama at Birmingham

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Australia • Brazil • Mexico • Singapore • United Kingdom • United States

**Teaching in Today's Inclusive Classrooms:
A Universal Design for Learning Approach,
Third Edition**

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*This book is dedicated with respect
and admiration to all of the
teachers who strive daily to
make a difference in the lives of
their students.*

RMG

DJM

June 2015

About the Authors



Richard M. Gargiulo is currently Professor Emeritus of special education in the Department of Curriculum and Instruction at the University of Alabama at Birmingham (UAB). Prior to receiving his PhD degree in educational psychology from the University of Wisconsin, Richard taught fourth graders as well as young children with intellectual disability in the Milwaukee Public Schools. Upon receiving his doctorate he joined the faculty of Bowling Green State University, Bowling Green, Ohio, where he taught for more than 8 years. He has been a teacher educator at UAB for more than three decades.

A frequent contributor to the professional literature, Richard has authored or co-authored more than 100 publications, including 16 textbooks. His previous professional contributions include serving as the first Fulbright Scholar in special education assigned to the former Czechoslovakia; twice elected as President of the Alabama Federation, Council for Exceptional Children; former President of the Division of International Special Education and Services (DISES), Council for Exceptional Children; and former President of the Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children. Currently, Richard serves as the Southeast Representative to the Board of Directors of the Division on Autism and Developmental Disabilities.

Teaching, however, has always been Richard's passion. In 1999 he received UAB's President's Award for Excellence in Teaching. In 2007 he was honored by the Alabama Federation, Council for Exceptional Children, with the Jasper Harvey Award in recognition of being named the outstanding teacher educator in the state.



Debbie Metcalf has worked in partnership with Pitt County Schools and East Carolina University in Greenville, North Carolina, as a special educator and intervention specialist for Pitt County Schools and as a Teacher-in-Residence in the Department of Curriculum and Instruction at East Carolina University for 15 years. She currently teaches methods courses and works in the classroom with undergraduate pre-service teachers. Debbie holds a Master of Arts in Education degree from San Diego State University and is certified in both general and special education, including assistive technology. She became a National Board-Certified Teacher in 1997. In 2004, she was awarded the Clarissa Hug Teacher of the Year Award from the International Council for Exceptional Children. She currently serves on the Board of Directors for the Council for Exceptional Children and is active in the Division of International Special Education and Services (DISES) and the International Association of Special Education (IASE).

Debbie has taught students of all ages for more than 30 years in California, New Mexico, Hawaii, Michigan, and North Carolina. She continues to mentor new teachers and teachers pursuing National Board Certification. Her primary research areas include access to the general curriculum for students with exceptionalities, collaborative teaching models, alternate assessment models for diverse learners, curriculum design and revision, standards alignment, and service learning.

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A Letter to Our Readers

Dear Readers:

You are about to embark upon an important and exciting journey—how to reach and teach all different members of your classroom community. We hope this text will serve as a road map for each one of you as you search for effective ways to instruct, engage, manage, and challenge a wide range of learners in your classroom to meet rigorous goals. Students in today’s K–12 schools have grown up with technology and access to abundant information. They will be entering a highly competitive global work force. How can we adjust our teaching practices to help each student reach his or her maximum potential in the midst of this change? Our goal for this book is just that.

There are many excellent books available on the topic of inclusive teaching. Two things, however, make our text different from most others. *First, our application of a universal design for learning (UDL) framework is applied throughout most of the text.* Even though UDL evolved as a concept out of special education, general educators are also realizing that “one size does not fit all” in today’s diverse classrooms. To meet the demands of the twenty-first century learner, we must change how we teach. The UDL framework provides an effective way to design learning plans that have accessible goals, assessment, evidence-based strategies, and materials. Technology tools are infused throughout with the knowledge that they can increase access, flexibility, motivation, and our ability to compete globally. Technology can no longer be a barrier in this digital age—we offer many free or low-budget suggestions regarding ways to integrate technology in every classroom, in addition to “high-tech” ideas. UDL is also compatible with differentiated instruction, collaborative teaching, positive behavior intervention and supports, and more.

The second way our text differs from others is that we have modeled collaborative writing by combining the efforts of a university professor and a K–12 public school teacher. We felt it was important to blend the higher education and K–12 perspectives as we wrote to capture the best work each of us had to offer. In our busy lives, sometimes the researchers and practitioners don’t always have time to connect. This text collaboration gave us a way to communicate frequently about topics we are both so passionate about. It also served as a way to double-check our own understandings of this ever-changing educational world.

We are deeply indebted to the researchers at CAST (Center for Applied Special Technology) for the pioneering work they have done regarding UDL. It is our hope that our interpretations and applications help to move this conceptual framework forward. With continuing research and ongoing teacher training in methodology, technology, and collaboration, our schools truly will become places that are exciting to students—places that both teachers and students can’t wait to go when they wake up every morning!

Best regards,

Richard and Debbie

Why This Book?

Federal legislation and legal mandates have resulted in a growing number of students with a broad range of educational needs seeking services in general education classrooms. Because of this growing national trend, general educators are confronted with creating learning environments that are responsive to the needs of *all* learners. Success in this endeavor calls for, among other factors, a well-prepared teacher workforce. Regrettably, some general educators may feel inadequately prepared to meet the needs of an increasingly diverse population of learners—a group that often includes not only pupils with disabilities but also individuals who are gifted or talented, those at risk for success in school, and students from culturally and linguistically diverse backgrounds. In addition to a changing clientele, teachers are continually encountering demands for greater accountability for the performance of *all* learners. Consequently, increased attention is being focused on what students are being taught, as well as how they are being instructed.

Our Goals and Approach

Our purpose in writing this book is to provide general educators (as well as special educators) with practical, evidence-based teaching and learning strategies that form an overall framework for effective instruction and classroom management appropriate to the realities and challenges of schools in the twenty-first century. We have chosen to adopt a universal design for learning (UDL) approach to accomplish this task. Unlike other books, *Teaching in Today's Inclusive Classrooms* focuses on best practices appropriate to teaching all children in general education classrooms from the start. Our book embraces an instructional philosophy of “Teachers teach students, not disability labels,” and “If a child doesn’t learn the way we teach, then we better teach the way the child learns.” We believe that a UDL perspective best reflects our beliefs. Simply stated, our aim is to offer pre-service educators and other professionals currently working in our schools with a foundation for creating effective co-teaching (collaborative) situations by examining critical variables such as teaming, common planning, and a shared responsibility for instruction and assessment. The third edition of *Teaching in Today's Inclusive Classrooms* considers the integration of teaching skills, instructional content, technology tools, and the individuals (for example, teachers, paraprofessionals, and parents) needed to successfully sustain learning environments that meet the needs of every pupil.

Text Organization

The six chapters of *Part I, Foundations for Educating All Learners* lay the groundwork for understanding the challenges and opportunities that educators face in today’s classrooms. This section of the book addresses historical and contemporary perspectives on teaching, an introduction to universal design for learning (UDL), and educational policies and procedures affecting today’s learners. Additionally, Part I provides descriptions of students with high- and low-incidence disabilities, learners with gifts and talents, pupils who are culturally or linguistically diverse, and individuals considered to be at risk for success in school. Collectively, these chapters secure a solid foundation for Parts II and III of the book.

Part II, Planning Instruction for All Learners, which consists of five chapters, introduces the reader to the concept of collaboration and cooperative teaching. The UDL framework is then applied to collaborative classroom planning. This design addresses academic, physical, and social needs that can be addressed “up front” to maximize access to the curriculum for *all* students. UDL principles are applied to assessment, instructional strategy selections, behavioral supports, and environmental design. Lesson planning models, differentiated instruction strategies, and an “ACCESS” mnemonic are included to help teachers see how the principles of UDL can be integrated into their curricular plan from the start.

The four chapters of *Part III, Implementing Effective Instructional Practices for All Learners* begin with a closer look at assistive technologies and innovative learning tools for learners in the twenty-first century. This is followed by UDL applications that promote literacy skill development and enhance overall content area instruction in K–12 classrooms. Applications and examples in language arts, mathematics, and science and social studies are included. An integrated unit plan, sample lesson plans, and many evidence-based strategies and interventions are included. These examples show how individual interests, strengths, and needs can be used as a guide to differentiate and maximize instructional time. The three principles of UDL are highlighted consistently throughout the text to show how they can positively impact goal setting, planning, assessment, and implementation of effective instruction that can potentially meet the needs of all learners. The interventions highlighted in these chapters will also benefit schools implementing multi-tiered systems of support (MTSS) that include both RTI and PBIS initiatives.

New and Retained Text Features

Helpful student learning features found in the third edition of *Teaching in Today's Inclusive Classrooms* include:

- **NEW UDL and Common Core State Standards**—This feature has been added to the high- and low-incidence chapters to offer additional ways to consider UDL applications in lesson planning.
- **NEW Tier Talk**—This feature has been added to Chapters 10, 11, 13, 14, and 15 to suggest strategies and interventions for application in multi-tiered systems of support (MTSS).
- **InTASC and CEC correlation**—Each chapter is aligned with education standards from INTASC (Interstate New Teacher Assessment and Support Consortium) and Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards. In the third edition the list of related standards, called Looking at the Standards, is provided at the beginning of each chapter.
- **Learning Outcomes**—Now listed at the beginning of each chapter and aligned with major headings in the chapter to make it easier for students and instructors to find key content in the chapter and clearly understand expected outcomes.
- **Today's Students**—The text includes three in-depth student case studies presented within Chapters 4, 5, and 6. These case studies profile three different diverse learners and their specific strengths and challenges.
- **Case Reflections**—These mini-boxes, which are located in the margins, encourage readers to reflect back on the three case studies and apply what they have learned within the chapters to the case studies.
- **Teacher Voices**—This feature includes practical ideas, suggestions, and instructional commentary provided by award-winning classroom teachers.

- *Teaching All Learners*—Additional boxes have been added to widen the selection of evidence-based instructional tips, strategies, and practical information for future teachers.
- *UDL in the Classroom*—This feature highlights what the research says about UDL and its implications for classroom applications.
- *Web Resources*—Each chapter provides a list of helpful web sites appropriate to the topics addressed in individual chapters.
- Sample UDL/differentiated instruction lesson plans are included within the text.
- Examples of current assistive technology tools and tips are integrated throughout the text.
- New content has been added on the topics of bullying and deaf-blindness, and the Common Core State Standards.
- Updated information includes attention deficit hyperactivity disorder and autism spectrum disorders (including DSM-5 material).
- Each chapter concludes with a bulleted Thematic Summary, student activities and exercises, and key terms with accompanying text page numbers.

Teaching and Learning Supplements

MindTap™: The Personal Learning Experience

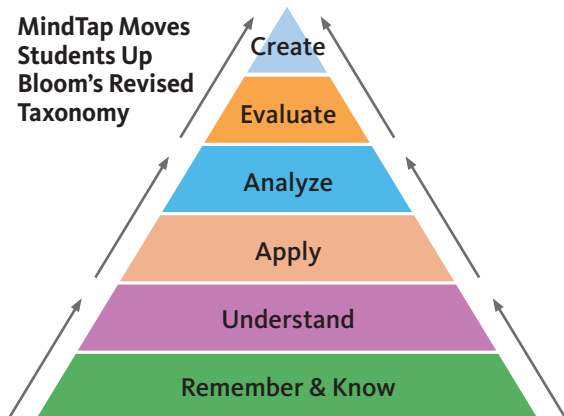
MindTap for Gargiulo and Metcalf, *Teaching in Today's Inclusive Classrooms*, Third Edition, represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated eportfolio, MindTap helps students to elevate thinking by guiding them to:

- Know, remember, and understand concepts critical to becoming a great teacher;
- Apply concepts, create curriculum and tools, and demonstrate performance and competency in key areas in the course, including national and state education standards;
- Prepare artifacts for the portfolio and eventual state licensure to launch a successful teaching career; and
- Develop the habits to become a reflective practitioner.

As students move through each chapter's Learning Path, they engage in a scaffolded learning experience designed to move them up Bloom's Taxonomy, from lower-order to higher-order thinking skills. The Learning Path enables pre-service students to develop these skills and gain confidence by:

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about authentic videos of teachers teaching and children learning in real classrooms;
- Checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are autograded for instant feedback;
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations and then create a reasoned response to the issue(s) presented in the scenario; and
- Reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. MindTap enables instructors to facilitate better outcomes by:



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

- Making grades visible in real time through the Student Progress App so students and instructors always have access to current standings in the class.
- Using the Outcome Library to embed national education standards and align them to student learning activities, and also allowing instructors to add their state's standards or any other desired outcome.
- Allowing instructors to generate reports on students' performances with the click of a mouse against any standards or outcomes that are in their MindTap course.
- Giving instructors the ability to assess students on state standards or other local outcomes by editing existing or creating their own MindTap activities, and then by aligning those activities to any state or other outcomes that the instructor has added to the MindTap Outcome Library.

MindTap for *Teaching in Today's Inclusive Classrooms*, Third Edition, helps instructors easily set their course because it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—create custom assessments and add any standards, outcomes, or content they do want (e.g., YouTube videos, Google docs). Learn more at www.cengage.com/mindtap.

Online Instructor's Manual with Test Bank

An online Instructor's Manual accompanies this book. It contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. For assessment support, the updated test bank includes true/false, multiple choice, matching, short answer, and essay questions for each chapter.

PowerPoint Lecture Slides

These vibrant Microsoft PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions, to create multiple test versions in an instant, and to deliver tests from your LMS, your classroom, or wherever you want.

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Writing a textbook is a tremendous undertaking, a task that requires immense teamwork and collaboration (along with small dose of insanity). We are especially grateful to Tara Jeffs, AT Specialist with Loudon County Public Schools in Ashburn, Virginia, who authored the chapter on assistive technology. We also deeply appreciate the valuable contribution of Jennifer Bautel Williams, East Carolina University, who wrote the assessment chapter. Finally, we acknowledge the expertise and assistance of Chan Evans, East Carolina University, who collaborated with the second author on several chapters found in Parts II and III, especially Chapter 11. The contributions and talents of these three professionals immeasurably added to the significance of our book. We are also indebted to our students who provided constant feedback, reality checks, and creative ideas and suggestions.

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We thank the outstanding teachers who contributed to the “Teacher Voices” sections and lesson plans. Some of the greatest joys of teaching can be found by surrounding oneself with “giants.” These contributors are all truly giants in this profession and we are honored to work with them and showcase their ideas and efforts. Each one of them is selflessly dedicated to helping each and every student reach his or her full potential.

We would be remiss if we did not thank the talented editorial and production team Cengage Learning who worked with us to bring our ideas and vision to life. The leadership, direction, and belief in this project exhibited by our product manager, Mark Kerr, is gratefully acknowledged. We also wish to sincerely thank our content developers, Margaux Cameron, who helped us identify areas to add and update at the start, and Kassi Radomski, who helped us bring it all together at the end. We also thank other key book team members from Cengage Learning and MPS Limited: Chris Sosa, marketing manager, and Jitendra Kumar, senior project manager. We were also very fortunate to work with an outstanding copy editor, Heather Turner, who had the difficult task of keeping us grammatically and stylistically accurate and whose judicious editing and meticulous attention to detail ensured the readability of our book.

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Part 1 Foundations for Educating All Learners

Teaching in Today's Inclusive Classrooms

Your Journey Begins

Learning Outcomes

After studying this chapter, you should be able to:

- 1-1 Identify the various types of learners in today's classrooms.
- 1-2 Describe placement options for educating students with special needs.
- 1-3 Explain the concept of universal design for learning (UDL).
- 1-4 Describe the role of the courts in special education.
- 1-5 Explain the effects of educational reform on students and teachers.

Looking at the Standards

INTASC The content of the chapter most closely aligns itself with the following standards:

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning,

and that encourages positive social interaction, active engagement in learning, and self-motivation.

CEC Special educators are to have knowledge of the following:

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and

learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Chapter Outline

1-1 Learners in Today's Classrooms

Learners in Need of Special Services
By the Numbers: A Quick Look

1-2 Placement Options for Educating Students with Special Needs

Educational Placements
A Cascade of Service Delivery Options
Inclusionary Practices and Thinking

1-3 Introducing Universal Design for Learning

1-4 The Role of the Courts in Special Education

Key Judicial Decisions
Key Special Education Legislation

1-5 Educational Reform for Students and Teachers

No Child Left Behind Act of 2001
Common Core State Standards
Individuals with Disabilities Education Improvement Act of 2004
Civil Rights Legislation

Each and every one of us is a unique human being. Some of our differences are obvious—for example, the length and color of our hair or whether we are considered to be tall or short. These, and other features, contribute to making us distinct and interesting individuals. Some aspects of our individuality, however, are not easily recognizable; for instance, our ability to solve quadratic equations or throw a football in a perfect spiral. Of course, some characteristics are more important than others. Most people would attach greater significance to intellectual abilities than eye color. Luckily, recognition and appreciation of individual difference are cornerstones of contemporary society.

Most of us would consider ourselves to be normal or typical (however defined); yet, for millions of school-age children and adolescents, this label does not apply. They have been identified and/or perceived to be “different.” These differences might be the result of behavioral deficiencies, language differences, intellectual abilities, cultural heritage, or sensory impairments, along with a host of other possible reasons. This textbook is about these individuals who comprise today’s student population. Although many children are viewed as typical, some pupils may require a special education, others may be at risk for learning difficulties, and still others might be seen as gifted or talented. Our goal is to assist you in developing an understanding and an appreciation for *all* the learners you will encounter in your classroom.

Finally, as you begin to read and learn about the children and young adults enrolled in our schools, you will notice we have purposefully adopted a *people-first perspective* when talking about individuals with disabilities or other special needs. We have deliberately chosen to focus on the person, not the disability or impairment. Thus, instead of describing an adolescent as a “learning disabled student,” we say a “student with learning disabilities;” rather than an “at-risk learner,” we say a “learner who is at risk for success;” and, finally, rather than a “gifted child,” we say a “child who is gifted.” This writing style reflects

TEACHING ALL LEARNERS



Communicating About Individuals with Disabilities

As a teacher, you are in a unique position to help shape and mold the attitudes and opinions of your students, their parents, and your colleagues about individuals with disabilities. Please consider the following points when writing about or discussing people with disabilities:

- **Do not focus on a disability** unless it is crucial to a story. Avoid tear-jerking human interest stories about incurable diseases, congenital impairments, or severe injury. Focus instead on issues that affect the quality of life for those same individuals, such as accessible transportation, housing, affordable health care, employment opportunities, and discrimination.
- **Do not portray successful people with disabilities as superhuman.** Even though the public may admire super-achievers, portraying people with disabilities as super-stars raises false expectations that all people with disabilities should achieve at this level.
- **Do not sensationalize a disability** by saying “afflicted with,” “crippled with,” “suffers from,” or “victim of.” Instead, say “person who has multiple sclerosis” or “man who had polio.”
- **Put people first**, not their disability. Say “a youngster with autism,” “the teenager who is deaf,” or “people with disabilities.” This puts the focus on the individual, not his or her particular functional limitation.
- **Emphasize abilities**, not limitations. For example, say “uses a wheelchair/braces” or “walks with crutches,” rather than “is confined to a wheelchair,” “is wheelchair-bound,” or “is crippled.” Similarly, do not use emotional descriptors such as *unfortunate* or *pitiful*.
- **Avoid euphemisms** in describing disabilities. Some blind advocates dislike *partially sighted* because it implies avoiding acceptance of blindness. Terms such as *handicapable*, *mentally different*, *physically inconvenienced*, and *physically challenged* are considered condescending. They reinforce the idea that disabilities cannot be dealt with up front.
- **Do not equate disability with illness.** People with disabilities can be healthy, although they may have chronic diseases such as arthritis, heart disease, and diabetes. People who had polio and experienced aftereffects have postpolio syndrome; they are not currently experiencing the active phase of the virus. Also, do not imply disease if a person’s disability resulted from anatomical or physiological damage (for example, a person with spina bifida). Finally, do not refer to people with disabilities as patients unless their relationship with their doctor is under discussion or if they are referenced in the context of a clinical setting.
- **Show people with disabilities as active participants** in society. Portraying persons with disabilities interacting with nondisabled people in social and work environments helps break down barriers and open lines of communication.

Source: Adapted from *Guidelines: How to Write and Report About People with Disabilities*, 8th ed. (Research and Training Center on Independent Living, University of Kansas, Lawrence, 2013).

more than just a change in word order, it reflects an attitude and a belief in the value, dignity, and potential found within all of our students. The individuals described in this book are first and foremost people. As educators we need to focus on their assets and abilities—not their limitations or deficits. See the accompanying feature for additional ideas about using people-first language.

1-1 Learners in Today's Classrooms

If a teacher who retired in the early 1990s were to visit a classroom today, he or she would be truly astonished by the diversity of students. Our schools are a microcosm of the changing face of American society. A diverse population of learners is no longer the exception; today it is the norm. More than 100 languages are spoken in our schools, and it is not uncommon to find students with disabilities in general education classrooms or pupils whose cultural beliefs and practices vary significantly in important ways from mainstream American customs. One of the challenges confronting today's teachers and other professionals is how to meet the needs of a changing and expanding population of learners in the best way possible. We think this growing diversity is something to be valued and appreciated, an opportunity

for students to respect and understand their classmates for their differences. Public education in the United States, in contrast to that in other nations, is an amazing system. It is purposely designed to provide educational opportunities to *all* youth. Yet this was not always the case. Exclusionary practices rather than inclusionary policies characterized public education in this country for many decades. Generally speaking, from a historical perspective, publicly funded education was provided only to a rather exclusive group of students—white males from affluent families. Public schooling was usually unavailable to other children. Females, for instance, did not routinely attend school until the early 1900s. Furthermore, it was not until the second half of the nineteenth century and the early years of the twentieth century that classes for students with special needs began to appear in public schools (Gargiulo, 2015). Greater access to public education for youth viewed as “different” (the poor, those with disabilities, or non-English-speaking children) slowly came about because of the efforts of enlightened educational reformers, parental advocacy, and political activism coupled with litigation and federal legislation.

Teachers today are charged with providing effective instruction to a diverse population of learners who bring to the classroom a wide variety of cultures, languages, learning styles, and abilities as well as disabilities. This diversity heightens the need for inclusionary practices coupled with instructional strategies capable of meeting the compelling and oftentimes complex needs of the full range of students attending our schools (Council for Exceptional Children, 2005).

1-1a Learners in Need of Special Services

As we stated previously, diversity in our classrooms is the norm rather than the exception. Probably the largest group of diverse learners is **students with disabilities**. According to the Individuals with Disabilities Education Improvement Act of 2004 (PL 108-446), commonly called IDEA 2004 (which is discussed later in this chapter), pupils with disabilities include individuals who exhibit:

intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities. (§ 602 (3) (A) (i))

We discuss individuals with these disabilities in greater detail in later chapters. Table 1.1 provides the federal definitions of these various disability categories.

students with disabilities

Individuals who exhibit intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

TABLE 1.1 Federal Definitions of Disabilities

Category Definition	
Autism	Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance as defined here. A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in the preceding paragraph are satisfied.
Deafness	Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.
Deaf-blindness	Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(continued)

TABLE 1.1 Federal Definitions of Disabilities (*continued*)

Category	Definition
Emotional disturbance	<p>Emotional disturbance is defined as follows:</p> <ul style="list-style-type: none"> i. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: <ul style="list-style-type: none"> A. An inability to learn that cannot be explained by intellectual, sensory, or health factors B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers C. Inappropriate types of behavior or feelings under normal circumstances D. A general pervasive mood of unhappiness or depression E. A tendency to develop physical symptoms or fears associated with personal or school problems ii. The term includes schizophrenia. The term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance.
Hearing impairment	<p>Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.</p>
Intellectual disability	<p>Intellectual disability means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.</p>
Multiple disabilities	<p>Multiple disabilities means concomitant impairments (such as intellectual disability–blindness, intellectual disability–orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.</p>
Orthopedic impairment	<p>Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (for example, clubfoot, absence of some member, etc.), impairments caused by disease (for example, poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (for example, cerebral palsy, amputations, and fractures or burns that cause contractures).</p>
Other health impairment	<p>Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:</p> <ul style="list-style-type: none"> i. is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and ii. adversely affects a child's educational performance.
Specific learning disability	<p>Specific learning disability is defined as follows:</p> <ul style="list-style-type: none"> i. General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. ii. Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
Speech or language impairment	<p>Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.</p>
Traumatic brain injury	<p>Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as the following: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.</p>
Visual impairment	<p>Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.</p>

Source: Individuals with Disabilities Education Improvement Act, 34 C.F.R. Part 300 § 300.8 (c). August 14, 2006.

Of course, students with disabilities (in addition to their typical classmates) are not the only types of youth with special needs found in today's classrooms. Three other groups of learners (discussed in Chapter 6) are also common in inclusive classrooms—students who are gifted and talented; culturally and linguistically diverse individuals; and pupils who are at risk for future learning difficulties, school failure, and/or becoming a school dropout. Let us briefly examine each group:

- **Students who are gifted and talented.** Pupils who are gifted and talented are not considered to have a disability but are viewed as *exceptional* because of their overall intellectual abilities, creativity, leadership abilities, athleticism, and/or talents in the visual and performing arts (Clark, 2013). Even though learning problems are generally not an issue for these students, they do require specialized and effective instruction if their full potential and abilities are to be expressed. We should point out, however, that some of these students might have a disability such as a sensory impairment, attention deficit hyperactivity disorder (ADHD), or a learning disability. Interestingly, pupils who are gifted and talented are not included in federal special education legislation (review Table 1.1). Many states, however, have enacted legislation providing for the identification and education of children with special gifts and talents.
- **Students who are culturally and linguistically diverse.** This group of learners generally includes pupils whose values, attitudes, norms, folkways, traditions, and belief systems are in some ways different than those of mainstream American culture. These students may or may not speak English. Regrettably, in too many instances, culturally and linguistically diverse children are thought to be less capable than their classmates. As educators working in increasingly diverse schools, we must model respect for and sensitivity to the cultural and linguistic characteristics represented by our students and their families.
- **Students who are at risk.** Unfortunately, some students encounter life experiences that make them more likely than their classmates to encounter difficulties in school. Although these pupils are often ineligible for special education services, their success in school is often jeopardized by a variety of sociocultural factors. These problems, which are frequently interrelated, may include domestic violence, homelessness, exposure to drug and alcohol abuse, poverty, and child abuse, to mention only a few risk factors. It is important to note that exposure to these conditions does *not* automatically guarantee learning or behavioral problems in school, only that the probability of experiencing difficulties is heightened.

Many of the types of children we have just identified will primarily be educated in the general education classroom. This means that the general educator, often working in conjunction with other school personnel, must develop and implement instructional programs designed to meet the needs of a very heterogeneous group of learners. One of the purposes of this book is to help you successfully meet this challenge.

1-1b By the Numbers: A Quick Look

We have argued that the number of students with special needs in our classrooms is growing. Although statistics do not always paint a complete picture, the following information gives a hint of the changing demographics confronting educators and policy-makers alike.

- Almost 5.8 million students, ages 6–21, were receiving a special education during the 2011–2012 school year (U.S. Department of Education, 2014). These pupils represent approximately 12 percent of the public school enrollment in the United States (National Center for Education Statistics, 2013).

- Educators believe that approximately 3 to 5 percent of the school-age population is gifted or talented. Of course, the number of students identified as gifted or talented depends on the definition of giftedness used by each state (Davis, Rimm, & Siegel, 2011).
- By the year 2020, students of color are projected to comprise almost half of all school-age youth (Gollnick & Chinn, 2013).
- Approximately one in five residents, or approximately 21 percent of the U.S. population older than the age of 5, speaks a language other than English at home (ProQuest Statistical Abstract of the United States, 2014).
- Approximately 7 percent of young adults (ages 16–24) in the United States do not possess a high school diploma (National Center for Education Statistics, 2013).
- In 2012, more than 25 percent of children younger than the age of 5 lived in poverty (Children's Defense Fund, 2014).
- More than 670,000 children, or one youngster every 47 seconds, was abused or neglected in 2012 (Children's Defense Fund, 2014).

1-2

Placement Options for Educating Students with Special Needs

With such diversity evident in today's classrooms, where are students with special needs typically served? As you will soon see, this is not an easy question to answer. In fact, the response to this inquiry has evolved over several decades. Generally speaking, the majority of learners with special needs are being educated in general education classrooms; this includes pupils with special abilities as well as their classmates with disabilities, those children viewed as being at risk for success in school, and students who are culturally and linguistically diverse.

We have chosen to frame our discussion about where children with special needs are served around individuals receiving a special education. We adopted this tactic for two reasons. First, students with disabilities represent the largest population of learners with special needs. Second, it is because of the advocacy efforts, litigation, and legislation on behalf of students with disabilities that the right to be educated in what is commonly called the **least restrictive environment (LRE)** was secured (Photo 1.1). Educationally speaking, this usually means the general education classroom. It is because of these efforts that many other learners with special needs are now routinely educated in the general education classroom.

The issue of appropriate placement of children with disabilities has generated considerable controversy and debate. In fact, it frequently is a point of contention among educators. Federal legislation mandates that services be provided to students in the least restrictive setting. The idea of least restrictive environment is a relative concept rather than a particular educational setting. It must be determined individually for each pupil. The LRE is based on the student's educational needs, not his or her disability. We interpret the principle of LRE to mean that students with disabilities should be educated in the setting that most closely approximates the general education classroom *and* still meets the unique needs of the individual. For a growing number of students, this setting is the general education classroom. The concept of LRE calls for maximum opportunity for

least restrictive environment (LRE)

A legal term interpreted to mean that individuals with disabilities are to be educated in environments as close as possible to the general education classroom setting; a concept, not a place.



Robin Nelson/PhotoEdit

PHOTO 1.1 Federal legislation requires that pupils with disabilities be educated in the least restrictive environment.

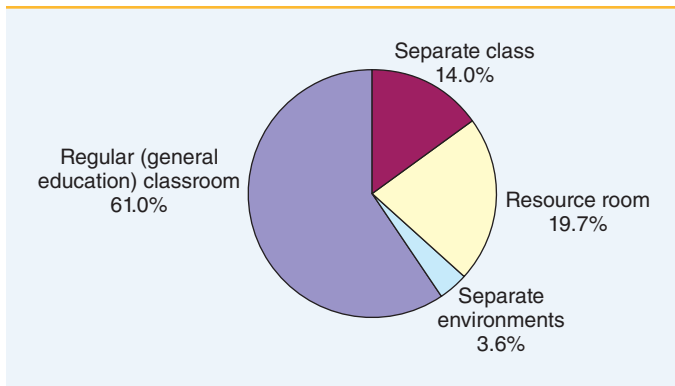


FIGURE 1.1 Percentage of Children with Disabilities Served in Various Educational Settings

Notes: Data are for students ages 6–21 enrolled in special education during the 2011–2012 school year. Information based on the 50 states, District of Columbia, Puerto Rico, and the outlying areas. Separate environments include pupils receiving an education in residential facilities, separate schools, or hospital/homebound programs.

Source: Adapted from U.S. Department of Education. (2014). *Historical state-level IDEA data*. Retrieved June 11, 2014 from <http://tadnet.public.tadnet.org/pages/712>

meaningful involvement and participation with typical classmates. One of its inherent challenges is the required balancing of maximum integration with the delivery of an education appropriate to the unique needs of the student with disabilities. It is important to remember that the degree of involvement and participation is determined individually for each pupil. No one arrangement is appropriate for each and every child (Gargiulo, 2015).

1-2a Educational Placements

The federal government acknowledges that children with disabilities are unique learners, thus requiring educational placements that are appropriate to their individual needs. The U.S. Department of Education annually monitors the various settings in which pupils with disabilities receive a special education. Figure 1.1 illustrates the percentage of students in the various educational environments currently recognized by the federal government. (This figure excludes the extremely small number of students receiving a special education in correctional facilities or pupils placed in private schools by their parents.) A description of these educational settings can be found in Table 1.2.

1-2b A Cascade of Service Delivery Options

As we have just seen, the federal government recognizes that no one educational setting is appropriate for meeting the needs of all children with disabilities. Effective delivery of a special education requires an array or continuum of placement possibilities customized to the individual requirements of each pupil. The concept of a continuum of educational services has been part of the fabric of American special education for more than five decades.

TABLE 1.2 Definitions of Typical Educational Settings Serving School-Age Students with Disabilities

Regular Class	Students who receive the majority of their education in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day. This placement option also includes individuals who are provided with specialized instruction or services within the regular classroom setting.
Resource Room	Students who receive special education and related services outside the regular classroom for at least 21 percent but less than 60 percent of the school day. Students are “pulled out” of the regular classroom and receive specialized instruction or services in a separate classroom for limited periods of time. Services may be individualized or offered in small groups. This is a common placement option for children with less severe disabilities.
Separate Class	Students who receive special education and related services outside the regular class for more than 60 percent of the school day. Commonly known as a self-contained classroom wherein pupils, usually those with more severe disabilities, receive full-time instruction or, in a modified version, participate in nonacademic aspects of school activities. Classroom is located in the regular school building.
Separate School	Students who receive special education and related services in a public or private separate day school for students with disabilities, at public expense, for more than 50 percent of the school day.
Residential Facility	Students who receive a special education in a public or private residential facility, at public expense, 24 hours per day.
Homebound/Hospital	Students placed in and receiving a special education in a hospital or homebound program.

Source: Adapted from U.S. Department of Education. (2000). *Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (Washington, DC: U.S. Government Printing Office), p. II-14.

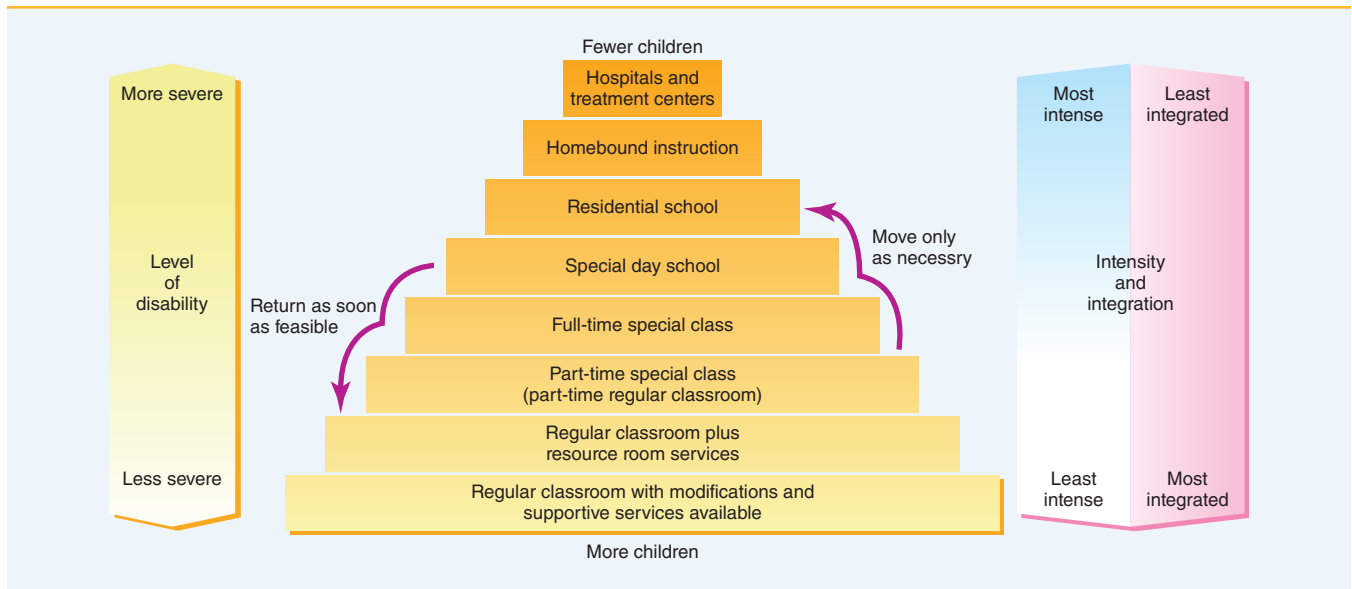


FIGURE 1.2 A Traditional View of Service Delivery Options

Source: Adapted from S. Graves, R. Gargiulo, and L. Sluder, *Young Children: An Introduction to Early Childhood Education* (St. Paul, MN: West, 1996), p. 398.

Reynolds (1962) originally described the concept of a range of placement options in 1962. His thinking was later elaborated on and expanded by Deno (1970), who constructed a model offering a “cascade” or continuum of settings. A traditional view of service delivery options, based on Deno’s original thinking, is portrayed in Figure 1.2.

In this model, the general education classroom is viewed as the most normalized or typical setting; consequently, the greatest number of students are served in this environment. This placement is often considered the least restrictive option for many learners. Deviation from the general education classroom should occur only when it is educationally necessary for the pupil to receive an appropriate education. Each higher level depicted in Figure 1.2 represents a progressively more restrictive setting. Movement up the hierarchy generally leads to the delivery of more intensive services to children with more severe disabilities, who are fewer in number. However, intensive services and supports are now being provided in general education classrooms with increasing frequency. Environments at the upper levels are typically considered to be the most restrictive and least normalized.

As originally conceived by Deno (1970), the natural flow of this cascade of service delivery options would be in a downward movement from more restrictive settings to those viewed as least restrictive, such as the general education classroom with or without support services. Contemporary thinking, however, suggests that pupils should begin in the general education classroom and ascend the model, reaching a level that meets their unique needs. A key feature of this model, too often overlooked, is that a particular placement is only temporary; flexibility or freedom of movement is what makes this model work. The settings must be envisioned as fluid rather than rigid. As the needs of the pupil change, so should the environment; this is why there is an array of service delivery possibilities.

1-2c Inclusionary Practices and Thinking

In many instances, the general education classroom is becoming the placement of choice for a growing number of learners with special needs. A diverse learning community is no longer the exception but rather the norm. One result of the changing face or composition