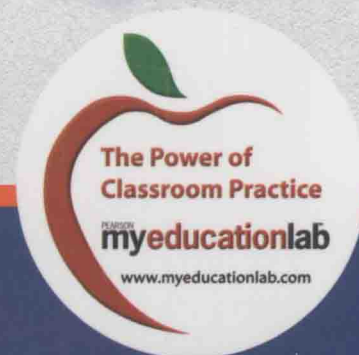


# INCLUSION

Effective Practices for All Students



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# Preface

## Our Vision

Over the past 30 years, the inclusion of many students with disabilities into our nation's schools has provided learning and social opportunities that have not existed in the past. Nevertheless, inclusion continues to be a source of controversy and poses daily challenges to many educators. Even though most educators are committed to providing an appropriate education in the least restrictive setting for their students, the reality of how to effectively address the academic and behavioral challenges associated with children with special needs is often daunting to school personnel. Clearly, many questions remain regarding how to best design, deliver, support, and evaluate inclusive educational programs. It is our perspective that the responses to these questions are best presented to pre-service and in-service educators in a practical and straightforward fashion, using a format that integrates evidence-based practices with applications and examples that resemble their settings and working conditions.

This text is built upon a pragmatic, 'real-world' approach to inclusion. That is, we assume that all general education classrooms should be designed to accommodate the needs of a diverse range of students, and all students with disabilities should be included to the maximum extent appropriate. Moreover, we take the perspective that many students (including those with and without disabilities) need intensive high quality instruction in general education classrooms, although at times instruction may be delivered to small groups or individually, either in a general education classroom, or outside such a setting.

In this text, we anchor content to three key themes: 1) **Values** underlying inclusion, 2) **Effective Applications** (evidence based practices), 3) the importance of **Professional Educators**. The values theme emphasizes the perspective that students with disabilities should be active participants in the academic and social activities (or communities) of their classrooms and schools. This means that from the beginning, the curriculum and instructional practices of all classrooms should be designed to accommodate and support the academic and social needs of a broad range of students, including those with disabilities. In many instances, students with disabilities should be included as a natural part of the general education classroom, with no need for special accommodations or adaptations.

The second theme, effective applications, emphasizes evidence-based practices that are needed to meet the needs of students with disabilities and others who struggle to learn or adjust socially. These practices may be applied with all students in a general education classroom (e.g., class-wide peer tutoring), or implemented with small groups of students either in the general education classroom or in a separate setting (e.g., intensive reading instruction).

Finally, the third theme emphasizes the importance of highly effective professional educators in meeting the needs of all students. Highly effective professional educators are those who have the knowledge, skills, and dispositions to effectively meet the needs of a broad range of students. These professionals use evidence-based practices, possess in depth knowledge of the content they teach, and continue to learn and grow as they seek to better meet the needs of all students who enter their classrooms and schools.



## Organization of Text

To provide a complete picture of inclusion, and to emphasize how it relates to our three key themes, we have organized the text into three parts: Foundations of Successful Inclusion, Meeting the Needs of All Students, and Effective Practices for All Students. The initial Foundations section includes three chapters that provide an introduction to inclusion, an account of how this form of service delivery has evolved, and how the diversity of students in today's schools influences inclusion and education in general. The second part, Meeting the Needs of All Students, includes seven *brief* chapters that provide background information regarding specific disabilities (i.e., definition, identification, characteristics), as well as key issues and challenges for including students with special needs. Part three addresses Effective Practices for All Students. The six chapters within this section provide an overview of key principles related to the topic, followed by the in-depth presentation of 46 key, evidence-based practices.

This three part format allows us to address the needs of the diverse range of teacher preparation students typically enrolled in inclusion coursework: traditional special education students, traditional general education students, and the growing number of alternative certification students. The question that drives each chapter and the text as a whole is: "Regardless of who you are, do you have the necessary knowledge, skills, and dispositions to successfully include students with disabilities in a general education classroom?"

# Foundations and Characteristics

## Foundations of Successful Inclusion

The three chapters in Part I provide readers with background/foundational information regarding inclusion, address the values that underlie this movement, introduce the three highly successful inclusive schools that will be used throughout the text, and discuss inclusion within the context of more general issues of student diversity in today's schools.

We use a number of pedagogical features to provide examples of the themes throughout the text. Many of these features use examples taken from professional educators in highly effective inclusive schools and classrooms. This ensures that the examples we use are grounded in the real world experiences of teachers, and address both the strengths and challenges of developing inclusive classrooms.

## Three Inclusive Schools

A significant amount of content within the text is situated in three highly successful inclusive schools at the elementary, middle, and high school levels. These schools have diverse student bodies, and are located in a variety of settings. We provide a lengthy description of the schools in chapter 1, and teachers, parents, and administrators from the three schools are used in features and as examples throughout the text. These schools provide a foundation for the pragmatic approach we take to inclusion, ensuring that the information we provide is situated in real world settings and across all grade levels.

## Meeting the Needs of All Students

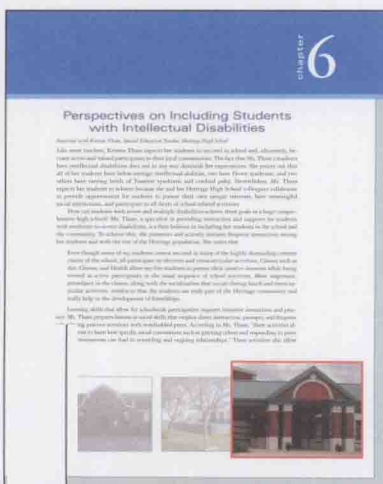
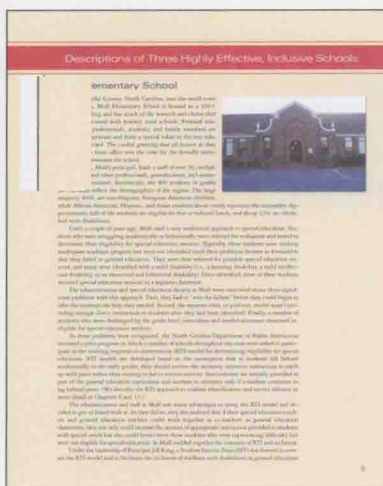
Chapters 4–10 are brief and provide descriptive information regarding disability categories, and address general principles and issues regarding the application of effective practices with these students. Whenever a strategy or type of strategy is addressed in the text, you will see a **Strategy Margin Note** directing you to the step-by-step application of the strategy in the Effective Practices section of chapters 11–16. All categorical chapters use the same general outline to facilitate reader comprehension and consistency. Each chapter is written in a clear, succinct, practical, and approachable style and has the same pedagogical elements and themes throughout.

Strategy

For more information regarding a strategy that may be used with students with ADHD to improve note taking, see Strategy 14.5 in Chapter 14.

## Perspectives on Education

This feature begins chapters 2–16 in the text and features teachers, parents, and administrators from the three schools (elementary, middle, and high schools) described



in Chapter 1. These real life scenarios address the themes of the text and provide readers with an understanding of:

- Teacher, parent, and administrator views regarding inclusion
- Benefits of inclusion and the value of inclusive practices/classrooms/schools

## Pause & Reflect Margin Notes

In every chapter of the text we have Pause & Reflect margin notes that focus on specific concepts addressed in the text and ask readers to examine their own perspectives and beliefs on these topics. These notes also are connected to our three themes in the text.

## Just the Facts

Because chapters 4–10 are brief, we have provided a “quick facts” feature that addresses definition, identification, assessment, prevalence, and service delivery practices (LRE statistics). This feature will help readers identify the key components on the basic categorical issues covered in each of these chapters.

## Teaching Students with Disabilities in Inclusive Classrooms: Challenges and Strategies

This feature, like the chapter opening vignette, addresses a real-world example from one of the three schools featured in the text. In this feature teachers and administrators from these three schools provide their perspectives on teaching students from a given disability category in inclusive classrooms. Through these interviews the teachers share and reflect on the challenges of including all students in the general education classroom and strategies that may be particularly effective with their students. This discussion provides a bridge between the information on the characteristics and the identification of students in a disability category to information on effective instruction.

### Pause & Reflect

Does it surprise you that persons with disabilities want the same things from school that all other students want? Do you think these students want the same things from life? What does this say about the importance of inclusive programs in schools?

Students with Learning Disabilities	
Just the Facts	
What are they?	Students with learning disabilities (LD) are students who have difficulty in learning despite adequate intelligence and opportunity. They are identified as having a learning disability when they have a significant discrepancy between their achievement and their potential, as measured by standardized tests, and when this discrepancy is not due to a lack of adequate instruction, cultural differences, or other factors.
What are typical characteristics?	<ul style="list-style-type: none"> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> <li>• About 1 in 10 students with a learning disability are also identified with attention deficit hyperactivity disorder (ADHD).</li> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> </ul>
What are the challenges?	<ul style="list-style-type: none"> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> </ul>
What are the strategies?	<ul style="list-style-type: none"> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> <li>• Students with learning disabilities are more likely to be identified as having a learning disability than as having a specific learning disability.</li> </ul>

Students with Autism Spectrum Disorders	
Teaching Students with Autism Spectrum Disorders in Inclusive Classrooms: Challenges and Strategies	
What are they?	Students with autism spectrum disorders (ASD) are students who have difficulty in social interaction, communication, and behavior. They are identified as having an ASD when they have a significant discrepancy between their achievement and their potential, as measured by standardized tests, and when this discrepancy is not due to a lack of adequate instruction, cultural differences, or other factors.
What are typical characteristics?	<ul style="list-style-type: none"> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> </ul>
What are the challenges?	<ul style="list-style-type: none"> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> </ul>
What are the strategies?	<ul style="list-style-type: none"> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> <li>• Students with ASD are more likely to be identified as having an ASD than as having a specific ASD.</li> </ul>



# Effective Practices

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## Strategy 11.5

### WORKING WITH PARAEducATORS

#### Rationale and Research

The number of paraeducators working in schools has increased dramatically since the advent of inclusion (Fuchs, 2003; Wehler, 2003). Many of these paraeducators have been hired to provide support for students with disabilities in inclusive classrooms. Many teachers with disabilities in general education classrooms require more attention and individual support than the classroom teacher can provide (Fuchs, 2003). One approach to providing this support is the use of paraeducators.

Paraeducators work under the supervision of a certified teacher and provide support such as one-on-one or small-group instruction (e.g., reviewing or drill and practice) removal already taught by the teacher, support for students with highly specialized needs, grading and other paperwork, preparation of materials for class lessons, and so forth. In short, paraeducators provide support for certified teachers in much the same way paraprofessionals provide support for lawyers, or paraprofessionals provide medical support.

#### Key References

Causton-Theoharis, J., Granger, M., Dacht, M., & Yehou, P. (2007). *Paraprofessionals: The "New Child" of Special Education*. *Teaching Exceptional Children*, 40(4), 16-32.  
Fuchs, D. (2003). *Paraprofessionals in special education programs*. *Focus on Exceptional Children*, 36(1), 1-10.  
Fuchs, D., & Cook, L. (2007). *Instruction: Collaboration with paraeducators* (3rd ed.). Boston: Allyn & Bacon.  
Rapp, C. (2000). *So teachers: What paraeducators want you to know*. *Teaching Exceptional Children*, 33(1), 8-12.  
Wehler, J. (2003). *Paraprofessionals*. *ECEN 9000*. Document No. 18-03. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.

#### Step-by-Step

Paraeducators can provide invaluable assistance in an inclusive classroom if their responsibilities are well defined and they are well prepared for the responsibilities. The supervising teacher is responsible for ensuring that this occurs. When a paraeducator is assigned, the teacher should follow several steps to ensure that they are well prepared. These steps include:

1. **Welcome and acknowledge the paraeducator.** This includes activities such as introducing the paraeducator to other professionals as part of the teaching team (and not a helper for a specific student), providing a space for personal belongings, putting the paraeducator's name on the classroom door, and sharing contact information with communication authority (e.g., taking call, writing on the board) (Causton-Theoharis et al., 2007). These types of activities serve to welcome the paraeducator and communicate that she is a valued part of the professional team.
2. **Orient the paraeducator to the school.** This includes activities such as a thorough tour of the school, introductions to important staff (e.g., office staff, librarian), a review of classroom procedures, policies, and rules, provision of information regarding facilities, and support and interpreting their documents (Causton-Theoharis et al., 2007).

3. **Provide training related to assigned instructional activities.** While the school district may provide pre-training for paraeducators, the supervising teacher is in the best position to provide training on specific curricular materials and methods used in the inclusive classroom. This may include training related to the use of materials for reviewing, the use of packaged programs for reading or math instruction, and so forth. At the very beginning, the supervising teacher reviews the skills of the paraeducator, provides individual training and support, and discusses possible training opportunities offered by the district that meet the specific needs related to the paraeducator's responsibilities.
4. **Plan a schedule with the paraeducator.** A critical task of the supervising teacher is to ensure appropriate use of a paraeducator's particular skills in assigned duties. The supervising teacher and paraeducator should discuss these issues and develop a weekly schedule that includes when the paraeducator will support and when the paraeducator's role will be. Addressing what the paraeducator's role should be may also be important. For example, paraeducators should not be fully responsible for any student and should not be responsible for planning programs or lessons, but rather should carry out plans developed by the supervising teacher.

5. **Communicate effectively with the paraeducator.** Teachers need regularly scheduled meetings to facilitate effective communication with paraeducators. These meetings may occur during common planning time, or at other times during the school day, but they should allow adequate, uninterrupted time to address important issues and concerns. For example, it is important to use the time of the paraeducator effectively, to develop appropriate rules and responsibilities, to address any training needs, and to adjust the paraeducator's schedule as necessary. In addition to regular meetings, communication may be reinforced by the use of daily worksheets, e-mail, and checking in at the beginning and end of each day. Finally, it is important to be open to the ideas and perspectives that the paraeducator provides and to

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teacher. The teacher may develop these plans collaboratively with the paraeducator, but ultimately, plan and the responsibility of the supervising teacher. After developing a schedule, the supervising teacher and paraeducator should meet frequently to evaluate how the schedule is working, and make adjustments as necessary.

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#### Applications and Examples

A key to working effectively with paraeducators is to build a relationship that includes open communication and reflects respect and trust. Collaborating with paraeducators in determining their role, model training, weekly assignments, and so forth are an important step in ensuring that this occurs. Furthermore, the effective skills for collaboration that we discussed earlier in this chapter are important when working with paraeducators.

Calvin Rapp (2000) surveyed paraeducators and asked them what is essential for teachers to be good partners with

paraeducators. The results of this survey are summarized in Figure 11.5. The results of this survey provide much insight into how you can work effectively with paraeducators. As we noted previously, key issues seem to be working collaboratively with paraeducators in an atmosphere of trust and respect, clearly defining the paraeducator's role, and ensuring that the paraeducator receives appropriate training in most students' needs.

1. **Know and use the paraeducator's name.** Paraeducators are not "Kathy's helper" or "invisibles." They are a valuable member of the professional staff and should be recognized and treated as such. This is an important first step in building trust, respect, and good communication.
2. **Be familiar with rules and policies in your district regarding paraeducators.** It is important that the supervising teacher and others understand the ground rules regarding paraeducators. A special education supervisor should have this information readily available.
3. **Work with the paraeducator as a team.** The working relationship that develops between a paraeducator and teacher should reflect professionalism, cooperation, and camaraderie. It is equally important that teachers should recognize paraeducators as valued members of the professional team.
4. **Explicitly share your expectations.** Paraeducators want to know what to do, as well as what not to do in the classroom. Teachers should clearly share information regarding expectations, including classroom management, student behavior, and expectations for certain students.
5. **Define roles and responsibilities for paraeducators and teachers.** Avoid disagreements and conflicts by explicitly defining the role of the paraeducator in a job description and ensuring that their role is clearly differentiated from the role of the teacher.
6. **The teacher should supervise and direct paraeducators.** Paraeducators are often confused regarding who should provide them with direction in a co-taught, inclusive classroom. Teachers should be explicit regarding who provides direction and supervision.
7. **Ensure effective communication.** Determining effective methods to provide formal and informal feedback to paraeducators regarding their work is a critical role for the supervising teacher.
8. **Recognize that paraeducators have knowledge and experience to share in the classroom.** Paraeducators often gain extensive information regarding students as they perform tasks across a range of settings. Furthermore, paraeducators gain valuable skills as they work with teachers and students over a number of years. Recognizing and valuing the knowledge and skills paraeducators bring to their jobs helps to create a good working relationship and can have a positive effect on student learning.
9. **Take ownership of all students.** Teachers should be classroom leaders for all students, and not put paraeducators in the position of taking responsibility of some students (e.g., a student with a disability). When a paraeducator works individually with a student for a long period of time, the teacher may not be familiar with the student and his needs. It is important to make sure that this does not occur, and the teacher knows and works with all students in the classroom.
10. **Respect paraeducators.** If teachers model respect for paraeducators, students will likely model this same behavior. In addition, the job satisfaction and retention of paraeducators are influenced by the extent to which they are valued and respected for the work that they perform.

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Figure 11.5

What Paraeducators Want Teachers to Know  
Source: Adapted from Rapp, C. (2000). *So teachers: What paraeducators want you to know*. *Teaching Exceptional Children*, 33(1), 8-12.

#### Keep in Mind

Paraeducators can serve as a variety of roles in an inclusive classroom. For example, they can be especially effective in providing training for students using well-structured materials, or engaging students in teacher-developed skill-and-drill activities. Nevertheless, some teachers are hesitant to delegate responsibilities to paraeducators. Some of the reasons that occur relate to concerns regarding the quality of the paraeducator's work, the need for training if the paraeducator is a novice, the feeling that the teacher doesn't want to be busy, or the perception that the teacher can do it better herself (Fuchs & Cook, 2007).

Teachers should work through these concerns and learn to develop an ongoing level of responsibility to paraeducators. This ensures the efficient use of resources to meet student needs, empowers paraeducators, allows them to learn new skills, and helps to create a team committed to student success (Fuchs & Cook, 2007).

Chapters 11–16 address key topical issues for the inclusive classroom and effective practices that can be used with all students. The first half of each chapter discusses the theory and background of each issue (i.e., collaboration, instructional planning, technology, etc.) and the second half of each chapter provides in-depth, step-by-step strategies (up to 10 strategies per chapter topic) related to these issues.

## Step-by-Step Strategies

Up to ten effective practices are included in chapters 11–16. These practices present step-by-step evidence-based techniques that provide students with explicit strategies for the topic area discussed in the chapter. You will notice that the pages in this text are perforated and hole punched – this enables students to remove these research-based strategies and put them into a binder for future use as they enter their own classroom.

Each strategy includes the following information:

- Rationale and Research that give the background of the strategy – when and how it should be used and citations for further information
- Step-by-Step instruction on how to use the strategy with students or in the classroom
- Applications and Examples of the strategy in a real-world context
- A Keep in Mind section that helps readers address specific “speedbumps” they may encounter when applying the strategy

## Putting It All Together

To connect the theory of the first half of chapters 11–16 with the strategies covered in the second half of these chapters we use a graphic organizer for each chapter called *Putting It All Together*. These graphic organizers are replicated on card stock so developing and new teachers can tear them out and use them in a strategies binder that they can use in their classrooms. These organizers contain the following helpful information:

- A narrative summary of considerations pre-service teachers need to take into account when working in that chapter's particular topical area
- **MyEducationLab:** The MyEducationLab grid directs readers to Activities and Applications and Building Teaching Skills and Dispositions exercises that coordinate with the strategies addressed in the second half of the chapter. Within these assignments and exercises you will find embedded video, cases, strategies, and simulations that will allow you to experience these strategies (or complementary strategies) in a real classroom environment.
- **Effective Practices Grid:** This grid outlines the strategies we cover in the second half of the chapter and gives the reader information regarding each of these strategies at-a-glance. You will find the name of the strategy and page number as well as a brief description and special considerations you should keep in mind when using the strategy.



### PUTTING IT ALL TOGETHER

As a novice, particularly early in your career, you will find the power of managing student behavior challenging. You may encounter colleagues who hold fixed views of how best to manage behavior, parents who fail to respond to your well-intentioned efforts to address persistent problems, and administrators who fall short in supporting your educational management systems. If and when these events occur, it is best if you respond in a professional manner.

1. **Remain patient, keep things in perspective, and be aware of the big picture.** Schedule a consultation of your own, and you should not take it personally if results do not go as planned.

2. **Practice diplomacy.** Consider the perspective of those who you find frustrating, and identify the functions of their actions. Try to understand what they believe and act as they do and seek to negotiate with them based on commonality.

3. **Remain grounded.** Many experiences during stressful and frustrating circumstances are a reflection of your competence and professionalism. Teachers look to adults as models of desired behavior, and they will learn from your actions.

4. **Reflect on your own actions, and get help when needed.** Consider how your own actions and beliefs operate consistently in the development and maintenance of challenging situations. Do not be reluctant to ask for help and request team thoughts and colleagues.

5. **Show your pleasure when helping your students.** We choose to teach for more we enjoy it and derive satisfaction in seeing our students overcome challenges and grow as only. Recognize when challenges are met, and celebrate when students succeed as a result of your efforts.

**myeducationlab**

We present a series of evidence-based strategies in the second half of this chapter (Strategies 15.1 to 15.8) as a way to help you learn to act on them in your classroom. Right away, in addition to the following table, we identify some video clips, cases, and simulations that will allow you to experience some of these strategies for complementary strategies in a real classroom environment.

EFFECTIVE PRACTICE	MYEDUCATIONLAB CONNECTION	CONSIDER THIS
Strategy 15.1: Managing and Maintaining Rules and Procedures	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, complete the simulation entitled "What is Change?"	As you complete the simulation, reflect on how developing rules and procedures can be discussed in Strategy 15.1. How is a comprehensive behavior management plan.
Strategy 15.2: Surface Management Techniques	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, read and analyze the case entitled "Using a Rule Book, and Assess the Accompanying Situation."	As you read and analyze the case, consider how you would apply the strategy to the situation discussed in Strategy 15.2. Write a brief description of the situation.
Strategy 15.3: Learning Characteristics and Dispositions, Then with Consistency	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, read and analyze the case entitled "Using a Rule Book, and Assess the Accompanying Situation."	As you read and analyze this case, think about how you can apply the strategy to the situation discussed in Strategy 15.3. Write a brief description of the situation.
Strategy 15.4: Check in, Connect, Check Out	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, read and analyze the case entitled "Using a Rule Book, and Assess the Accompanying Situation."	As you complete the simulation, consider and reflect on the strategy to the situation discussed in Strategy 15.4. Write a brief description of the situation.
Strategy 15.5: Check in, Connect, Check Out	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, read and analyze the case entitled "Using a Rule Book, and Assess the Accompanying Situation."	As you read and analyze this case, think about how you can apply the strategy to the situation discussed in Strategy 15.5. Write a brief description of the situation.
Strategy 15.6: Behavioral Contracts	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, read and analyze the case entitled "Using a Rule Book, and Assess the Accompanying Situation."	As you complete the simulation, consider and reflect on the strategy to the situation discussed in Strategy 15.6. Write a brief description of the situation.
Strategy 15.7: Functional Behavior Assessments, and Behavioral Intervention Plans	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, read and analyze the case entitled "Using a Rule Book, and Assess the Accompanying Situation."	As you read and analyze this case, think about how you can apply the strategy to the situation discussed in Strategy 15.7. Write a brief description of the situation.
Strategy 15.8: Direct Teaching of Social Skills	Go to MyEducationLab, select the topic Classroom Behavior Management, and go to the Activities and Applications section. Then, read and analyze the case entitled "Using a Rule Book, and Assess the Accompanying Situation."	As you complete the simulation, consider and reflect on the strategy to the situation discussed in Strategy 15.8. Write a brief description of the situation.

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### EFFECTIVE PRACTICES

In the remainder of this chapter, we describe eight effective strategies, which we referred to previously in the chapter, to help you plan effectively to meet the needs of all students.

EFFECTIVE PRACTICE	TYPE OF STRATEGY/BRIEF DESCRIPTION	SPECIAL CONSIDERATIONS
Strategy 15.1: Managing and Maintaining Rules and Procedures	A universal design/best practice support that communicates and delivers acceptable behavior and efficient routines appropriate with success in the classroom.	Rules and procedures must be taught explicitly as well as reinforced and practiced throughout the school year, particularly after breaks for holidays and vacations.
Strategy 15.2: Surface Management Techniques	Communication techniques that focus on the management of behavior and the management of the classroom environment.	Surface management requires an awareness of classroom structure and events, maintaining skills that increase with time and experience.
Strategy 15.3: Learning Characteristics and Dispositions, Then with Consistency	A series of teacher-directed events and behaviors that are used to promote compliance to behavioral expectations and to reduce the frequency and intensity of inappropriate behaviors.	For classroom management systems to succeed, it is essential that students, complying with expectations are recognized and reinforced for their efforts.
Strategy 15.4: Check in, Connect, Check Out	A series of interpersonal communication techniques that can define confrontational situations and maintain the safety of students and staff.	Some students use the check-out of negative behaviors to retaliate and create others. It is important to manage attention of these students, ensuring desired outcomes through such behaviors.
Strategy 15.5: Check in, Connect, Check Out	Targeted low-cost interventions that provide students with immediate feedback on behavior, response relationships with school personnel, and increased recognition contingent on improvements in appropriate behavior.	The success of check-in systems depends on the quality of adults who coordinate the program. Specifically, coordinators need to interact with students, work closely with families, personally address conflict, and follow that positive changes will occur.
Strategy 15.6: Behavioral Contracts	Formal documents that detail the elements of a specific, realistic individualized behavior change plan.	Behavioral contracts require students to meet for a specific "payoff." It is important to engage how long students can maintain their behavior without negative consequences.
Strategy 15.7: Functional Behavior Assessments, and Behavioral Intervention Plans	A process designed to identify possible linkages between student behavior and the events and conditions in classroom and school environments. Information identified is used to develop a behavioral intervention plan (BIP).	Keep it simple and straightforward. The key element of functional thinking is to identify and intervene in factors that contribute to a student's inappropriate behaviors.
Strategy 15.8: Direct Teaching of Social Skills	Written from the student's perspective, social stories explicitly highlight a course of action that they could take when encountering a challenging social situation.	Social stories work best when they are implemented along with other methods of evidence-based social skill instruction, including modeling, role playing, and practice in naturalistic settings.

INTERVENTION CLASSROOM MANAGEMENT

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# Supplements for Students and Instructors

The student and instructor support package for *Inclusion: Effective Practices for All Students* includes MyEducationLab, an Online Instructor's Manual with Test Items, Online TestGen assessment software, and Online PowerPoint Presentations.



## MyEDUCATIONLAB

**Where the classroom comes to life.**

"Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching. . . ."<sup>1</sup>

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching today's students in today's classrooms. We have created a website that provides you and your students with the context of real classrooms and artifacts that research on teacher education tells us is so important. Through authentic in-class video footage, interactive skill-building exercises and more, MyEducationLab offers you and your students a uniquely valuable teacher education tool.

### MyEducationLab is easy to use!

In *Inclusion: Effective Practices for All Students*, look for the MyEducationLab logo and directive within the margins at the beginning of chapters 2–10. Additionally, in chapters 11–16 you will find a MyEducationLab strategy grid in the Putting It All Together section that connects the strategies addressed in these chapters to specific *Activities and Applications* and *Building Teaching Skills and Dispositions* exercises that correspond with the appropriate chapter topics. Follow these directives and the simple navigation instructions to access the videos, simulations, strategies, cases, and artifacts associated with these assignments and activities on MyEducationLab.

- **Activities and Applications:** These exercises offer opportunities to understand content more deeply and are explicitly connected to chapter topics. These exercises present thought-provoking questions that probe the students' understanding of the concept or strategy that is presented in the text through classroom video footage, simulations, strategies, or teacher and student artifacts.
- **Building Teaching Skills and Dispositions:** These application assignments help students practice and strengthen skills that are essential to quality teaching. Students watch authentic classroom video footage or other media and critically analyze how they can apply these skills and strategies and then incorporate them into their teaching repertoire or portfolio.

<sup>1</sup>Darling-Hammond, L., & Bransford, J., Eds. (2005). *Preparing Teachers for a Changing World*. San Francisco: John Wiley & Sons.



The rich, authentic, and interactive elements that support the Activities and Applications and the Building Teaching Skills and Dispositions exercises you will encounter throughout MyEducationLab include:

- **Video:** The authentic classroom videos in MyEducationLab show how real teachers handle actual classroom situations. Viewing videos and discussing and analyzing them not only deepens understanding of concepts presented in the book, but also builds skills in observing and analyzing children and classrooms.
- **Simulations:** Created by the IRIS Center at Vanderbilt University, these interactive simulations give you hands-on practice at adapting instruction for a full spectrum of learners.
- **Student & Teacher Artifacts:** Authentic pre-K–12 student and teacher classroom artifacts are tied to course topics and offer you practice in working with the different materials you will encounter daily as teachers.
- **Case Studies:** A diverse set of robust cases illustrate the realities of teaching and offer valuable perspectives on common issues and challenges in education.
- **Strategies:** These teacher-tested, research-based strategies span grade levels pre-K through 12 and all content areas.
- **Lesson & Portfolio Builders:** With this effective and easy-to-use tool, you can create, update, and share standards-based lesson plans and portfolios.

Visit [www.myeducationlab.com/](http://www.myeducationlab.com/) for a demonstration of this exciting new online teaching resource.

## Online Instructor's Manual with Test Items and TestGen Software

All of the instructor supplements are available at the Instructor Resource Center. To access the manual, the PowerPoint lecture presentation, and the test bank and TestGen software (see below) go to the Instructor Resource Center at [www.pearsonhighered.com](http://www.pearsonhighered.com) and click on the "Educators" link. Here you will be able to login or complete a one-time registration for a user name and password.

The Online Instructor's Manual includes numerous recommendations for presenting and extending text content. It is organized by chapter and contains chapter objectives, chapter summaries, key terms, presentation outlines, discussion questions, application and MyEducationLab activities, and test items. The test item bank contains multiple-choice, short answer, and essay questions that can be used to assess students' recognition, recall, and synthesis of factual content and conceptual issues from each chapter.

The online TestGen is available in both Windows and Macintosh format, along with assessment software allowing professors to create and customize exams and track student progress.

## Online PowerPoint Lecture Presentations

The Online PowerPoint Lecture Presentations—available on the Instructor Resources Center—highlight key concepts, summarize content, and provide a presentation outline for each chapter of the text.

## Acknowledgments

To make an inclusive classroom function well, professionals must work together, sharing expertise and providing support as it is needed. We have witnessed this firsthand on many occasions in schools, as teachers and administrators work collaboratively to provide extraordinary educational opportunities for all students. The same is true when writing a textbook. While three of us are listed as authors of this text, we had a broad range of support in completing this project. As this text has moved toward completion, the level of support, creativity, and knowledge that colleagues have provided has been extraordinary, and we are extremely privileged and grateful to have had this support.

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JM  
MSR  
DLW

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