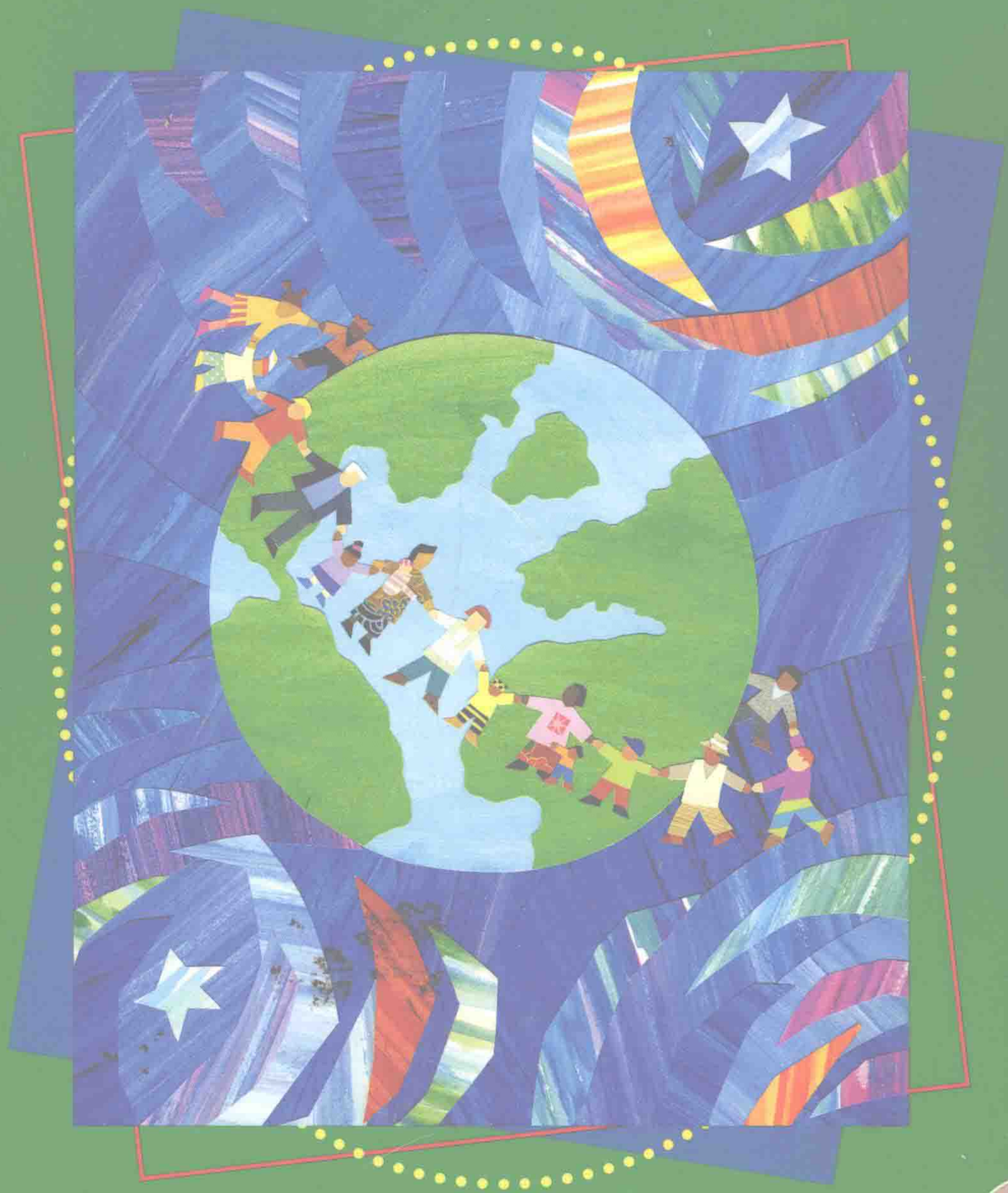
# Creating Inclusive Classrooms

## Effective and Reflective Pratices for All Students

FIFTH EDITION



SPENCER J. SALEND

# Creating Inclusive Classrooms

## Effective and Reflective Practices for All Students

**Fifth Edition**

**Spencer J. Salend**
**State University of New York at New Paltz**

PEARSON
Merrill
Prentice Hall

Upper Saddle River, New Jersey
Columbus, Ohio

**Library of Congress Cataloging in Publication Data**
Salend, Spencer J.
Creating inclusive classrooms : effective and reflective practices for all students / Spencer J. Salend.—5th ed.
p. cm.
Includes bibliographical references and indexes.
ISBN 0-13-140813-5 (pbk.)
1. Inclusive education—United States. 2. Maintstreaming in education—United States. 3. Curriculum planning—United States. 4. Classroom management—United States. 5. Children with disabilities—Education.—United States. I. Title.

LC1201.S24 2005
371.9'046—dc22 2004044556

**Vice President and Executive Publisher:** Jeffery W. Johnston
**Acquisitions Editor:** Allyson Sharp
**Development Editor:** Heather Doyle Fraser
**Editorial Assistant:** Kathleen S. Burk
**Production Editor:** Sheryl Glicker Langner
**Design Coordinator:** Diane C. Lorenzo
**Photo Coordinator:** Cynthia Cassidy
**Cover Design:** Kristi Holmes
**Cover Image:** Laura DeSantis
**Production Manager:** Laura Messerly
**Director of Marketing:** Ann Castel Davis
**Marketing Manager:** Autumn Purdy
**Marketing Coordinator:** Tyra Poole

This book was set in New Caledonia by Carlisle Communications, Ltd. It was printed and bound by Courier Kendallville, Inc. The cover was printed by The Lehigh Press Inc.

**PHOTO CREDITS:** Richard Hutchings/Photo Researchers, Inc., p. 1; Anthony Magnacca/Merrill, pp. 8, 17, 108, 120, 124, 155, 162, 254, 286, 302, 317, 353, 372, 395, 427, 438, 441, 457, 468, 475, 518; Scott Cunningham/Merrill, pp. 2, 46, 70, 223, 225, 238, 248, 273, 282, 334, 346, 349, 452, 494, 508; Paul Conklin/PhotoEdit, p. 12; Michael Newman/PhotoEdit, pp. 21, 265; Larry Hamill/Merrill, pp. 23, 312, 378, 402; Richard Hutchings/PhotoEdit, p. 36; Laura Dwight/Laura Dwight Photography, p. 60; Andy Crawford/Dorling Kindersley Media Library, p. 86; David Young-Wolff/Photo Edit, pp. 89, 404, 483; Tom Watson/Merrill, pp. 101, 324, 333, 389; Richard Abarno/Corbis/Stock Market, p. 111; U. S. Census Bureau, pp. 135, 161, 257; John Paul Endress/Silver Burdett Ginn, p. 143; Todd Yarrington/Merrill, pp. 156, 229, 414; David Mager/Pearson Learning, p. 173; Robin L. Sachs/PhotoEdit, p. 186; Nancy Acevedo, p. 195; Mary Kate Denny/PhotoEdit, p. 208; PH School, p. 231; Karen Mancinelli/Pearson Learning, p. 292; Bill Aron/PhotoEdit, p. 358; KS Studios/Merrill, p. 384 ; Silver Burdett Ginn, p. 418; Jonathan Nourok/PhotoEdit, p. 422 ; SuperStock, Inc., p. 489; Grantpix/Photo Researchers, Inc., p. 493; Robin Sachs/PhotoEdit, p. 499; Peggy Greb/Agricultural Research Service/USDA, p. 502; Laima Druskis/PH College, p. 522; Gabe Palmer/Corbis, p. 533.

**Copyright © 2005, 2001, 1998, 1994, 1990 by Pearson Education, Inc., Upper Saddle River, New Jersey 07458.**
Pearson Prentice Hall. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

**Pearson Prentice Hall™** is a trademark of Pearson Education, Inc.
**Pearson®** is a registered trademark of Pearson plc
**Prentice Hall®** is a registered trademark of Pearson Education, Inc.
**Merrill®** is a registered trademark of Pearson Education, Inc.

Pearson Education Ltd.
Pearson Education Singapore Pte. Ltd.
Pearson Education Canada, Ltd.
Pearson Education–Japan
Pearson Education Australia Pty. Limited
Pearson Education North Asia Ltd.
Pearson Educación de Mexico, S.A. de C.V.
Pearson Education Malaysia Pte. Ltd.

10 9 8 7 6 5 4 3 2 1
ISBN: 0-13-140813-5

# Preface

As reflections of society, our nation's schools have historically been challenged to respond to various societal changes and mandates. The movement toward inclusion has developed as a dynamic way to meet these educational challenges. However, there is still a considerable gap between theory and practice. This book is intended to fill that gap by keeping the perspectives of teachers, students, and families in mind, and translating current research on inclusion into effective and reflective classroom practices that address and expand the realities of the classroom setting. Within each chapter are numerous text-based and CD-ROM video-based classroom examples and case studies of real situations that educators, students, and family members encounter in inclusive classrooms as well as guidelines, strategies, technology, and procedures that have been used to address these situations to educate *all students* successfully in inclusive classrooms.

The book is designed to serve as a text for undergraduate, graduate, and in-service courses for teachers, ancillary support personnel, and administrators interested in acquiring the knowledge, skills, and dispositions to educate *all learners*. Because of its focus on instructional procedures and collaboration, the book also can serve as a supplementary text for a course on instructional methods or consultation.

## Organization and Approach

The book is organized into four parts. Part I includes Chapters 1, 2, and 3 and introduces you to the foundations and fundamentals of inclusion and the challenges of its implementation. Part II includes Chapters 4, 5, 6, and 7 and provides you with strategies for creating an inclusive environment that supports learning for *all students*. Part III includes Chapters 8, 9, 10, and 11 and offers you strategies to differentiate instruction to promote the learning of *all students* within inclusive educational settings. Part IV consists of Chapter 12, which offers a framework and specific strategies and resources for evaluating inclusion programs in terms of individual and programmatic progress.

### A Principled Philosophy

The following principles of effective inclusion also provide a framework for this book. These four principles—*all learners and equal access, individual strengths and needs and diversity, reflective practices and differentiated instruction,* and *community and collaboration*—are integrated into each chapter of the book and demonstrate that inclusion is not just a government mandate but a principled philosophy of reflective, effective teaching for individualizing the educational system for *all students*.

These four principles, along with the incorporation of diversity and instructional technology into each chapter, make the book consistent with the professional standards for preparing teachers to work in today's diverse classrooms established by the Council for Exceptional Children (CEC), Educational Testing Service (PRAXIS), and the Interstate New Teacher Assessment and Support Consortium (INTASC). The summary questions

at the end of each chapter provide you with the alignment of these standards to the content in the book. The principles, content, and innovative pedagogical and technological features also are designed to help you become an effective and reflective practitioner who is able to think critically about your values, beliefs, and practices and to refine your professional practices to facilitate the learning of *all students*.

## A Non-Categorical Approach

The book is also organized to serve as a model for creating inclusive classrooms for *all students*. It is meant to facilitate your development of a holistic approach to educating students while focusing on individual strengths and needs rather than on global disability characteristics. Thus, it is not separated into chapters by disability category or cultural and linguistic background that imply and focus on the differences that have been used to segregate students from one another. Rather, the book approaches inclusion as an ongoing, dynamic process for *all students*. Chapter titles and content relate to and address the key factors that contribute to effective and reflective practices for educating *all students* in inclusive settings. Instead of separate chapters on students with various disabilities or students from culturally and linguistically diverse backgrounds, information and classroom-based examples related to these students as well as other students are integrated and embedded in each chapter. It is also important to note that strategies appropriate for one group of students also can be used with other groups of students.

# New Additions and Special Features

## Content Coverage

Each chapter has been significantly revised to reflect not only current research on what is happening in the field but also how these changes are affecting educators, students, and families, and the delivery of effective instructional programs to *all students*. Among the changes you will see are:

- A section on IDEA (immediately following the Preface) that contains the latest information on the Individuals with Disabilities Education Act (IDEA) and how this law will affect classroom teachers.
- More elementary and secondary classroom examples presented in each chapter.
- New content related to *diversity*, *collaboration*, and *technology* integrated into each chapter.
- New figures in Chapter 1—the first *contrasts inclusion and mainstreaming* and the second *compares the IDEA and Section 504* and *information on the No Child Left Behind Act*.
- A broader and more detailed discussion of *the special education identification process*, and *guidelines for developing IEPs and implementing them in inclusive settings* in Chapter 2. Chapter 2 also includes current information about *students with high-incidence and low-incidence disabilities*, and *strategies for helping them access and succeed in the general education curriculum*.
- In Chapter 3, additional information related to educating *students who are gifted and talented* as well as the latest research and programs on *differentiating cultural and language differences from learning problems* and teaching *students from culturally and linguistically diverse backgrounds*.

试读结束，需要全本PDF请购买 www.ertongbook.com

- An expanded discussion of effective communication and teaming skills, person-centered planning, cooperative teaching, professional development, advocating for students and their families, and communicating with families in Chapter 4.
- Expanded coverage on strategies and resources for *facilitating an acceptance of individual differences and friendships* between your students, including *ways you can instill inclusive values in students*, and specific activities to *foster religious diversity and a global perspective, and to deal with issues of fairness and insensitive acts* in Chapter 5.
- Chapter 6 now contains additional and updated coverage on *generalization, self-advocacy, postsecondary options, and self-determination* to help students make the transition to inclusive settings.
- New and expanded sections on *building relationships with and among students, teaching social skills, positive behavioral supports, and bullying prevention strategies and programs* in Chapter 7.
- Revisions and updates to Chapters 8, 9, 10, and 11 include the latest on differentiating instruction, motivating students (see Chapter 9), using technology to support student learning, and using research-based strategies for teaching various content areas and fostering students' literacy development (see Chapter 10).
- Updated sections in Chapter 12 that offer you *information and sample assessment devices to evaluate the success of your inclusion program.* In addition, this chapter also provides you with new information on *grading students, using instructional rubrics, testing accommodations, diploma options,* and *test-taking skills* which can assist you in helping students perform at their optimal levels on standardized and high-stakes testing.

## Pedagogical Elements and Special Features

Within each chapter are innovative features designed to help you understand, personalize, and reflect upon the content presented in the book, and promote your use of effective practices and instructional technology. These features include:

- *Chapter-opening focus questions* that serve as advance organizers and provide a structure for the chapter content;
- *Chapter-opening vignettes* of a student or teacher, or both, that depict the issues discussed within the chapter;
- *Classroom-based examples and case studies* of teachers implementing effective inclusive educational practices in their classrooms;
- *Ideas for Implementation* that offer practical examples of the application of techniques in the book that are effective for *all students* educated in inclusive classrooms; and
- *Examples of effective elementary and secondary teaching practices* within the text of each chapter.
- *Resource margin notes* that provide you with additional information and resources related to the material in the book;
- *Summaries* at the end of each chapter that address the chapter heading questions are designed to help you review the main points of each chapter, and provide links to the CEC, PRAXIS, and INTASC professional standards (a complete listing of the CEC, PRAXIS, and INTASC standards referred to in the text can be found on the Companion Website);

This textbook also contains several new and updated features designed to introduce you to content about technology and foster your use of technology, including:

- *CD-ROM video cases, an innovative and new feature in all chapters,* that provide examples of teachers and students engaged in activities that depict strategies presented in the book and reflective follow-up questions;
- *Using Technology to Promote Inclusion,* a new feature that appears in all chapters, uses a variety of formats to present issues, strategies, and resources for using technology to help your students access and succeed in inclusive classrooms;
- *Set Your Sites margin notes* in every chapter that link you to websites offering additional information and resources related to specific topics in the book. These sites can be accessed via hot links from the Companion Website, located at *http://www.prenhall.com/salend.*

Each chapter also contains several features designed to prompt you to reflect upon and interact with the material presented in the book, including:

- *Reflecting on Professional Practices*—vignettes describing a classroom experience from the teacher's point of view followed by reflective questions
- *Reflecting on Your Practices*—checklists designed to assist you in examining your practices, behaviors, and beliefs
- *CD-ROM Follow-up Questions*—questions that ask you to reflect on CD-ROM video cases of teachers and students in inclusive classrooms
- *What Would You Do in Today's Diverse Classroom?*—descriptions of classroom situations followed by a set of reflective questions
- *Reflective Margin Notes*—questions that ask you to reflect on your personal experiences related to the material in the book
- *Reflective Photo Captions*—photo-linked questions that ask you to reflect on information and strategies in the book

## ANCILLARIES

The ancillaries and supplements package for the fifth edition has been expanded considerably. Several updated, exciting supplements are now available for students and instructors, and the high-quality supplements that have always been offered with the text have been thoroughly revised and expanded.

- *Instructor's Manual*—The fifth edition includes an Instructor's Manual to assist students and instructors in using the text. Chapters in the manual parallel the organization and content of the text. Each chapter of the manual includes chapter objectives, chapter overview, transparency masters and PowerPoint presentations (*NEW!*), learning activities, as well as a comprehensive test bank containing both short-answer and essay questions.
- *Computerized Testbank Software*—The computerized testbank software gives instructors electronic access to the test questions printed in the Instructor's Manual, allowing them to create and customize exams on their computer. The software can help professors manage their courses and gain insight into their students' progress and performance. Computerized testbank software is available in both Macintosh and PC/Windows versions.
- *Companion Website*—Located at *http://www. prenhall.com/salend*, the Companion Website for this text includes a wealth of resources for both students

and professors. The *Syllabus Manager* enables professors to create and maintain the class syllabus online while also allowing the student access to the syllabus at any time from any computer on the Internet. In addition, on a passcode-protected portion of the site, professors can access instructor resources for the text. The student portion of the website helps students guage their understanding of chapter content through the use of online chapter reviews and interactive multiple choice and essay quizzes. The *Set Your Sites* feature contains links to all the websites mentioned in the margins of the text and assists students in using the Web to do additional research on chapter topics and key issues. In addition, in the *Video Cases* module, students have access to in-depth activities that connect the *Inclusive Classrooms Video Cases on CD-ROM* to chapter content. The *Standards* module gives a complete listing of all of the CEC, PRAXIS, and INTASC professional standards referred to in the text. Finally, the *Message Board* feature encourages student interaction outside of the classroom.

- *Inclusive Classrooms: Video Cases on CD-ROM*—The CD-ROM that accompanies the fifth edition of the text provides immediate access to living classroom examples of teaching and learning strategies for inclusion. These examples are video clips, grouped by topic and classroom, which give the pre-service teacher a good picture of what inclusion looks like in a preschool, an elementary school, a middle school, and a secondary school. In each classroom, you will see a lesson that clearly shows the impact of inclusion on supporting students with challenging behaviors (preschool), classroom climate (elementary), assesment and planning (middle), and partial participation and cooperative learning (secondary).

  Each classroom case contains 9 video clips. In each case, you will see how children with learning disabilities, attention deficit disorders, and mild/moderate disabilities are successfully engaged in the classroom community and in learning. Because of the natural support and inclusive stance of the teachers and schools, it may be difficult to identify which children are indeed identified as having disabilities or in need of other accommodations.

  An activity and user guide is available on the Companion Website for both instructors and students.
- *Videos to accompany the text*—Course instructors receive a complimentary set of two videos that can be used to supplement and extend information and issues introduced in the text. These two videos are new to this edition: *Heather's Story* chronicles the experiences of a fourth grade child with Down syndrome and her family and teachers as she joins an inclusive classroom for the first time; *Video Cases in Inclusive Classrooms* show four different cases of students in inclusive settings—a preschool classroom, an elementary school classroom, a middle school team meeting, and a high school physics class.

# ACKNOWLEDGMENTS

This book is a result of the collaborative efforts of my students, colleagues, friends, and relatives. The book is an outgrowth of many ideas I learned from students at Woodlawn Junior High School (Buffalo, New York) and Public School 76 (Bronx, New York), colleagues from PS 76—George Bonnici, Nydia Figueroa-Torres, Jean Gee, and Jean Barber—and colleagues at the University of Kentucky, and the State University of New York at New Paltz. Much of the information in this book was learned through interactions with teachers, administrators, and students in the Easton (Pennsylvania) Area School District and other school districts, who

both welcomed me and shared their experiences. Many of the examples and vignettes are based on the experiences of my students at the State University of New York at New Paltz. I truly value my colleagues and students, who continue to educate me and add to my appreciation of the remarkable dedication and skill of teachers.

I also want to acknowledge my students, colleagues, and friends who provided support and guidance throughout all stages of the book. I especially want to recognize Deborah Anderson, Lee Bell, John Boyd, Devon Duhaney, Hala Elhoweris, Meenakshi Gajria, Luis Garrido, Charleen Gottschalk, Margaret Gutierrez, Karen Giek, Mark Metzger, Bob Michael, Winifred Montgomery, Jean Mumper, Helen Musumeci, Kathy Pike, Sarah Ryan, Altagracia Salinas, Robin Smith, Shawna Sylvestre, Lorraine Taylor, Margaret Wade-Lewis, Delinda van Garderen, Halee Vang, and Catharine Whittaker for supporting and inspiring me throughout the process. My deepest appreciation also goes to Laurel Garrick Duhaney for preparing the innovative instructor's manual that accompanies this book and to Lenore Schulte for her invaluable assistance in coordinating various aspects of the book.

This book would not have been possible without the efforts and skills of Heather Doyle Fraser, who provided me with the professional support needed to create a more readable, practically-oriented, and pedagogically sound book. I also appreciate the work of Allyson Sharp, Key Metts, and Sheryl Langner. I also am grateful to the following reviewers: Kathleen Cooter, Texas Christian University; Frank Kohler, University of Northern Iowa; Regina Foley, Southern Illinois University at Carbondale; and Joyce Williams Bergin, Armstrong Atlantic State University. Their thoughtful and professional comments helped to shape and improve the book.

## Dedication

I want to dedicate this book to Suzanne Salend, my collaborator in life, Jack Salend, my son, and Madison Salend, my granddaughter, in recognition of their love, spirit, intelligence, encouragement, strength, and passion. They have taught me how to accept and grow from a challenge. I hope that this book will help you accept and grow from the challenge of creating inclusive classrooms for *all students*.

# Brief Contents


## PART I
Understanding the Foundations and Fundamentals of Inclusion 1

### CHAPTER 1
Understanding Inclusion 2

### CHAPTER 2
Understanding the Diverse Educational Strengths and Needs of Students with Disabilities 46

### CHAPTER 3
Understanding the Diverse Educational Strengths and Needs of Learners Who Challenge Schools 108

## PART II
Creating an Inclusive Environment That Supports Learning for All Students 155

### CHAPTER 4
Creating Collaborative Relationships and Fostering Communication 156

### CHAPTER 5
Creating an Environment That Fosters Acceptance and Friendship 208

### CHAPTER 6
Creating Successful Transitions to Inclusive Settings 248

### CHAPTER 7
Creating a Classroom Environment That Promotes Positive Behavior 286

## PART III
Differentiating Instruction for All Students 333

### CHAPTER 8
Differentiating Instruction for Diverse Learners 334

### CHAPTER 9
Differentiating Large- and Small-Group Instruction 378

### CHAPTER 10
Differentiating Reading, Writing, and Spelling Instruction 414

### CHAPTER 11
Differentiating Mathematics, Science, and Social Studies Instruction 452

## PART IV
Evaluating Individual and Programmatic Progress 493

### CHAPTER 12
Evaluating Student Progress and the Effectiveness of Your Inclusion Program 494

# Contents


## PART I
## Understanding the Foundations and Fundamentals of Inclusion 1

### CHAPTER 1

### Understanding Inclusion 2

What Is Special Education? 5
- Special Education 5

What Is Inclusion? 6
- Inclusion 6
- Mainstreaming 6

Principles of Effective Inclusion 7

What Is the Least Restrictive Environment? 12
- Least Restrictive Environment 12

What Factors Contributed to the Movement to Educate Students in Inclusive Classrooms? 15
- Normalization 16
- Deinstitutionalization 16
- Early Intervention and Early Childhood Programs 16
- Technological Advances 17
- Civil Rights Movement and Resulting Litigation 18
- Advocacy Groups 20
- Segregated Nature of Special Schools and Classes 21
- Disproportionate Representation 21
- Standards-Based Reform and No Child Left Behind Act 23

What Are the Laws That Affect Special Education? 25
- The Individuals with Disabilities Education Act (IDEA) 25
- Other Laws Affecting Special Education 28

What Is the Impact of Inclusion? 32
- Impact of Inclusion on Students with Disabilities 32
- Impact of Inclusion on Students Without Disabilities 36
- Impact of Inclusion on Educators 38
- Impact of Inclusion on Families 40

Summary 43

### CHAPTER 2

### Understanding the Diverse Educational Strengths and Needs of Students with Disabilities 46

How Does the Special Education Identification Process Work? 49
- Comprehensive Planning Team 49
- Prereferral System 50
- Eligibility Determination 51
- Individualized Education Program 51
- Student Involvement 60

How Can IEPs Be Implemented in General Education Settings? 64
- Involve Teachers in the IEP Process 64
- Align the IEP to the General Education Curriculum 65
- Differentiate Instruction to Address IEP Goals 66
- Establish an Implementation Plan 67
- Engage in Curriculum Mapping 69

What Are the Educational Strengths and Needs of Students with High-Incidence Disabilities? 69
- Students with Learning Disabilities 70
- Students with Emotional and Behavioral Disorders 72
- Students with Attention Deficit Disorders 76

Types of ADD 77
- Students with Mental Retardation 78
- Students with Speech and Language Disorders 80

What Are the Educational Strengths and Needs of Students with Low-Incidence Disabilities? 82

Help Students Access the General Education Curriculum 83

Collaborate with Related Service Providers, Paraeducators, and Peers 83

Use Assistive and Instructional Technology 84

Adopt a Competency-Oriented Approach 84

Understand and Address Students' Unique Abilities and Needs 85




试读结束，需要全本PDF请购买 www.ertongbook.com

Medication Monitoring 98
Students with Sensory Disabilities 100
Summary 104

CHAPTER 3

Understanding the Diverse Educational Strengths and Needs of Learners Who Challenge Schools 108

How Have Economic Changes Affected Students and Schools? 110
A Nation of Visible Rich and Invisible Poor 110
Poverty 111
How Have Demographic Shifts Affected Students and Schools? 117
Immigration 118
What Are the Educational Strengths and Needs of Students from Culturally and Linguistically Diverse Backgrounds? 121
Cultural Considerations 121
Linguistic Considerations 122
How Can I Differentiate Cultural and Language Differences from Learning Difficulties? 122
Diversify the Comprehensive Planning Team and Offer Training 123
Compare Student Performance in Both Primary and Secondary Languages 123
Consider the Processes and Factors Associated with Second Language Acquisition 124
Employ Alternatives and Traditional Standardized Testing 126
Identify Diverse Life and Home Experiences That Might Affect Learning and Language Development 126
Analyze the Data and Develop an Appropriate Educational Plan 126
What Are the Educational Strengths and Needs of Students Who Are Gifted and Talented? 129
Students with Special Needs Who Are Gifted and Talented 132
What Is the Effect of Discrimination and Bias on Schools and Students? 133
Racial Discrimination 133
Gender Bias 135
Gay, Lesbian, Bisexual, and Transgendered (GLBT) Youth 138
Students with HIV/AIDS 139
How Have Family Changes Affected Students and Schools? 141
Changing Definition of Family 141
Child Abuse 145
Substance Abuse 148
What Are Some Alternative Philosophies for Structuring Schools to Address Societal Changes? 148
Multicultural Education 150
Multicultural Education and Inclusion 150
Summary 151

PART II

Creating an Inclusive Environment That Supports Learning for All Students 155

CHAPTER 4

Creating Collaborative Relationships and Fostering Communication 156

Who Are Members of the Comprehensive Planning Team? 158
Family Members 158
School Administrators 158
General Educators 159
Special Educators 159
Paraeducators 159
School Psychologists 161
Speech and Language Clinicians 161
Social Workers 161
School Counselors 162
Vocational Educators 162
School Physicians and Nurses 162
Physical and Occupational Therapists 163
Staff from Community Agencies 163
Professionals for Students Who Are Second Language Learners 163
How Can Members of the Comprehensive Planning Team Work Collaboratively? 164
Employ Collaborative and Interactive Teaming 164
Use Person-Centered Planning 167
Work in Cooperative Teaching Arrangements 168
Employ Collaborative Consultation 175
Promote Congruence 179
Engage in Professional Development 181

How Can I Foster Communication and Collaboration with Families? 185
Gain the Trust of Families 186
Advocate for Students and Their Families 187
Ensure Confidentiality 188
Meet Regularly with Families 189
Resolve Conflicts Constructively 192
Address the Diverse Needs, Backgrounds, and Experiences of Families 192
Use Written Communication 197
Employ Technology-Based Communications 200
Encourage and Facilitate Family Observations 200
Offer Educational Programs to Families 203
Summary 205

CHAPTER 5

Creating an Environment That Fosters Acceptance and Friendship 208

How Do Attitudes Toward Individual Differences Develop? 210
How Can I Assess Attitudes Toward Individual Differences? 211
Attitude Assessment Instruments 211
Knowledge of Individual Differences Probes 212
Student Drawings 212
Observational Techniques 212
Sociometric Techniques 214
How Can I Teach Acceptance of Individual Differences Related to Disability? 214
Attitude Change and Information-Sharing Strategies 214
Use Disability Simulations 218
How Can I Teach Acceptance of Individual Differences Related to Culture, Language, Gender, Religion, and Socioeconomic Status? 226
Reflect on Your Knowledge, Experiences, and Beliefs Related to Diversity 226
Promote Acceptance of Cultural Diversity 226
Teach Others to Respond to Stereotyping and Discrimination 236
How Can I Facilitate Friendships? 238
Teach About Friendships 238
Offer Social Skills Instruction 240
Foster Communication Among Students 241
Use Circles of Friends 243
Create a Friendly Classroom Environment 243
Use Peer-Based Strategies 244
Encourage Participation in Extracurricular and Community-Based Activities 245
Involve Family Members 246
Summary 246

CHAPTER 6

Creating Successful Transitions to Inclusive Settings 248

How Can I Help Students Make the Transition to General Education Classrooms? 250
Understand Students' Unique Abilities and Challenges 250
Use Transenvironmental Programming 251
How Can I Help Students from Specialized Schools and Preschool Programs Make the Transition to Inclusive Settings? 260
Plan the Transitional Program 260
Adapt Transitional Models 262
How Can I Help Students from Linguistically and Culturally Diverse Backgrounds Make the Transition to Inclusive Settings? 264
Teach Cultural Norms 264
Orient Students to the School 264
Teach Basic and Interpersonal Communication Skills 265
Teach Cognitive Academic Language Proficiency Skills 266
Offer Newcomer Programs 267
How Can I Help Students Make the Transition from School to Adulthood? 267
Develop an Individualized Transition Plan 267
Prepare Students for Employment 270
Foster Independent Living Arrangements 272
Promote Students' Participation in Leisure Activities 273
Explore Postsecondary Opportunities 273
How Can I Help Students Develop Self-Determination? 274
Teach Goal Setting and Attainment 274
Offer Choices 277
Foster Self-Awareness 278
Develop Self-Advocacy and Leadership Skills 278
Promote Self-Esteem 279

Provide Attribution Training 279
Provide Access to Positive Role Models 281
Use Self-Determination Curricula 283
Summary 284

## CHAPTER 7

### Creating a Classroom Environment That Promotes Positive Behavior 286

Schoolwide Positive Behavioral Support System 288
How Can I Collaborate with Others to Conduct a Functional Behavioral Assessment? 289
Create a Diverse Multidisciplinary Team 289
Identify the Problematic Behavior 290
Define the Behavior 290
Observe and Record the Behavior 290
Obtain Additional Information About the Student and the Behavior 293
Perform and Antecedents-Behavior-Consequences (A-B-C) Analysis 293
Analyze the Data 293
Develop Hypothesis Statements 294
Consider Sociocultural Factors 295
Develop a Behavioral Intervention Plan 297
Evaluate the Plan 297
How Can I Promote Positive Classroom Behavior in Students? 297
Relationship Building Strategies 297
Develop Students' Self-Esteem 299
Social-Skills Instruction 302
Antecedent-Based Interventions 304
Follow Routines 305
Consequence-Based Interventions 307
Self-Management Interventions 310
Group-Oriented Management Systems 313
Behavior Reduction Interventions 318
How Can I Prevent Student from Harming Others? 320
Students Who Are Bullies 320
Students with Aggressive and Violent Behaviors 322
How Can I Adapt the Classroom Design to Accommodate Students' Learning, Social, and Physical Needs? 323
Seating Arrangements 323
Teacher's Desk 324
Bulletin Boards and Walls 324
Learning Centers and Specialized Areas 325
Classroom Design Adaptations 325
Summary 330

# PART III

## Differentiating Instruction for All Students 333

## CHAPTER 8

### Differentiating Instruction for Diverse Learners 334

How Can I Differentiate Instruction for Students? 337
Tailor Curricular Goals and Strategies for Your Students and Your Learning Environment 337
Individualize and Personalize Your Curriculum 338
Use Curricular Accommodations 339
Use Universally Designed Curriculum and Teaching Materials 340
Use Individualized Teaching Accommodations 342
Use Instructional Materials Accommodations 342
Provide Personal Supports 343
Address Students' Learning Styles and Preferences 344
Address Students' Sensory Abilities 345
Consider Treatment Acceptability 347
How Can I Differentiate Instruction for Students Who Have Difficulty Reading and Gaining Information from Print Materials? 347
Use Teacher-Directed Text Comprehension Strategies 347
Teach Student-Directed Text Comprehension Strategies 350
Enhance the Readability of Materials 353
How Can I Differentiate Instruction for Students from Diverse Cultural and Language Backgrounds? 356
Use a Multicultural Curriculum 356
Use Multicultural Teaching Materials 358
Use Culturally Relevant and Responsive Teaching Strategies 359
Use Reciprocal Interaction Teaching Approaches 360

Use Effective ESL Approaches 361
Encourage Students to Respond 363
How Can I Use Instructional Technology and Assistive Devices to Differentiate Instruction for Students? 363
Instructional Technology 364
Assistive Devices 370
Summary 375

## CHAPTER 9

### Differentiating Large- and Small-Group Instruction 378

How Can I Adapt Large-Group Instruction for Students? 480
Have Students Work Collaboratively 380
Encourage Students to Ask Questions 381
Help Students Take Notes 382
Teach Note-Taking Skills and Strategies 385
Foster Students' Listening Skills 385
Gain and Maintain Students' Attention 386
Give Clear and Detailed Directions 387
Motivate Students 389
How Can I Use Effective Teacher-Centered Instruction? 391
Elements of Effective Teacher-Centered Instruction 391
How Can I Successfully Use Cooperative Learning Arrangements with Students? 402
Select an Appropriate Cooperative Learning Format 404
Establish Guidelines for Working Cooperatively 406
Form Heterogeneous Cooperative Groups 407
Arrange the Classroom for Cooperative Learning 407
Develop Students' Cooperative Skills 407
Evaluate Cooperative Learning 409
Summary 412

## CHAPTER 10

### Differentiating Reading, Writing, and Spelling Instruction 414

How Can I Help Students Learn to Read? 416
Offer Early Identification 416
Promote Phonological Awareness 416
Promote Reading Fluency 418
Enhance Students' Text Comprehension 422
Use a Balanced Approach 426
Use Remedial Reading Programs, Strategies, and Materials 428
How Can I Help Students Learn to Write? 429
Make Writing Meaningful and an Integral Part of the Curriculum 429
Use Journals 431
Use a Process-Oriented Approach to Writing Instruction 431
Provide Feedback 438
Teach Students to Use Learning Strategies 439
Use Computer-Supported Writing Applications 440
How Can I Help Students Learn to Spell? 444
Use a Combination of Approaches 444
Adapt Spelling Instruction 445
Summary 450

## CHAPTER 11

### Differentiating Mathematics, Science, and Social Studies Instruction 452

How Can I Differentiate Mathematics Instruction? 454
Use a Problem-Solving Approach 454
Present Mathematics Appropriately 455
Use Teaching Aids 456
Use a Variety of Instructional Approaches 459
Help Students Develop Their Math Facts and Computation Skills 464
Provide Feedback and Use Assessment to Guide Future Teaching 466
How Can I Differentiate Science and Social Studies Instruction? 467
Choose and Use Appropriate Instructional Materials 467
Use Content Enhancements 474
Use a Variety of Instructional Approaches and Practices 480
Address the Needs of Diverse Learners 490
Summary 491

# PART IV
## Evaluating Individual and Programmatic Progress 493

## CHAPTER 12

### Evaluating Student Progress and the Effectiveness of Your Inclusion Program 494

How Can I Evaluate the Academic Performance of Students? 496
- Standardized Testing 496
- Alternatives to Standardized Testing 502
- Gathering Additional Information About the Academic Progress of Diverse Learners 519
- Reporting Information About the Academic Progress of Diverse Learners 522

How Can I Grade Students in Inclusive Settings? 523
- Report Card Grading 523

How Can I Evaluate the Social and Behavioral Performance of Students? 530
- Observational and Sociometric Techniques 530
- Self-Concept Measures 531

How Can I Measure Perceptions of My Inclusion Program? 531
- Students' Perceptions 532
- Teachers' Perceptions 532
- Family Members' Perceptions 537

How Can I Improve the Effectiveness of My Inclusion Program? 539
- Examine the Impact of Student Performance 539
- Determine Program Strengths, Concerns, and Possible Solutions 539

Summary 542

**References 545**

**Name Index 589**

**Subject Index 607**


*Note:* Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, and it is inevitable that some of the Internet addresses listed in this textbook will change.

# Special Features

## REFLECTING ON PROFESSIONAL PRACTICES


Implementing Inclusion 9
Supporting Students on Medications 100
Assessing Second Language Learners 130
Working as a Cooperative Teaching Team 176
Empowering Language 219
Teaching Students to Use Learning Strategies 256
Using Self-Management Strategies 314
Using Instructional Technology and Assistive Devices to Differentiate Instruction 374
Using Cooperative Learning 411
Using a Process Approach to Teaching Writing 439
Using Semantic Webs 479
Using Student Portfolios 512


## REFLECTING ON YOUR PRACTICES


Examining Disproportionate Representation 24
Implementing a Prereferral System 53
Examining Equity in the Classroom 139
Evaluating Meetings with Families 191
Selecting Books and Other Materials About Individual Differences 224
Promoting Students' Self-Determination 283
Examining Rules 308
Examining the Readability and Legibility of Your Materials 357
Delivering Oral Presentations to Students 381
Creating a Balanced and Literacy-Rich Learning Environment 430
Selecting Textbooks 470
Using Teacher-Made Tests 520


## USING TECHNOLOGY TO PROMOTE INCLUSION


Fostering Inclusion and Independence 19
Conducting an Individualized Technology Assessment 63
Bridging the Digital Divide 134
Creating and Implementing a Homework Website 202
Fostering Acceptance and Friendships 239
Supporting Successful Transitions 276
Supporting Student Learning and Behavior 327
Preparing Readable and Legible Materials 355
Making Large- and Small-Group Instruction Accessible to All Students 410
Making Literacy Instruction Accessible to All Students 448
Making Mathematics, Science, and Social Studies Instruction Accessible to All Students 487
Using Technology-Based Testing 505


## IDEAS FOR IMPLEMENTATION


Explaining Your Inclusion Program to Families 42
Preparing for and Participating in the IEP Meeting 65
Helping Students Who Exhibit Oppositional and Defiant Behaviors Succeed in Inclusive Classrooms 74




试读结束，需要全本PDF请购买 www.ertongbook.com