

# *Including* STUDENTS WITH SPECIAL NEEDS

A PRACTICAL GUIDE FOR CLASSROOM TEACHERS

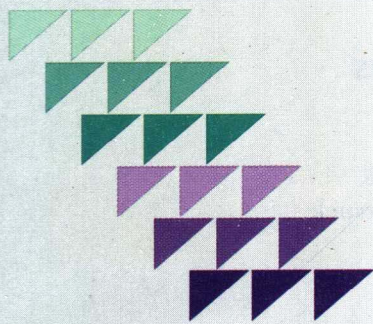


MARILYN FRIEND



WILLIAM BURSUCK





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# Including Students with Special Needs

*A Practical Guide  
for Classroom Teachers*

**Marilyn Friend**

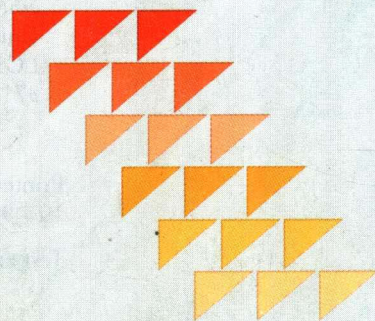
*Indiana University-Purdue University  
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# ***To Our Families***

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# Preface

A common topic of conversation among faculty members who teach mainstreaming courses is how the course should be organized and how the textbooks used in the course should reflect that organization. Our own conversations about this topic prompted us to write this book. We began with our strong commitment to educating students with disabilities and our own backgrounds as teachers in the field and as teacher educators. We also relied on our conviction that many students with disabilities should receive most or all of their education in general education settings with peers without disabilities. Added to that was our concern about the types of information, skills, and strategies that would assist general education teachers to provide the support needed by students with disabilities in a way they perceived as feasible, given their other professional responsibilities. As we considered the project, we also realized that we brought complementary areas of expertise to our work: Marilyn in elementary education and the collaborative and affective domains of education, Bill in secondary education and the instructional strategies arena.

We have been preparing to write this text for many more years than it took to produce. It is based on our experiences in teaching preservice and inservice general education teachers in one of those mainstreaming courses as well on our conversations with our colleagues, both at home and in other parts of the country, about the issues facing special education and the need to prepare classroom teachers for their roles in educating students with disabilities. Our efforts have also been heavily influenced by our observations, research, and professional development activities with practicing teachers who face the difficult task of managing the responsibilities of being teachers during a time of ongoing reforms, increased expectations, and a widening range of student needs. We hope that the results of all our discussions, our interactions with others, and our individual struggles to “get it right” have resulted in a book that is reader friendly yet information-packed and responsive to the wide range of issues confronting teachers as they attempt to help all their students succeed.

The textbook is divided into three main sections. The first section provides fundamental background knowledge of the field of special education as well as

current knowledge of how students with disabilities are served within inclusive school environments. Chapter 1 presents a brief history of services to students with disabilities, culminating in the description of key federal legislation that provides the legal basis for serving students with disabilities in public schools. This first chapter also introduces a step-by-step strategy for adapting instruction, called INCLUDE, that will help teachers accommodate students with special needs more effectively. Chapter 2 introduces the people who specialize in working with students with disabilities. Readers will learn about their role in working with other professionals and parents to determine student eligibility for special education, carrying out student educational programs, and monitoring student learning. As schools move toward creating more inclusive classroom arrangements, the working relationships among all the adults involved in the education of students with disabilities have become very important. In Chapter 3, the principles of collaboration and the school situations in which professionals are most likely to collaborate to meet the needs of students with disabilities are discussed. The special partnerships that are formed when teachers work with paraprofessionals and parents are also considered.

In the second section the characteristics of students with disabilities and other special needs are examined. Although the various federal categories of exceptionality are addressed, the approach taken in the text is noncategorical; the emphasis is on major physical, psychological, learning, and behavior characteristics and the implications of these characteristics for instruction. In Chapter 4, readers will learn about the characteristics and educational needs of students with low-incidence disabilities, that is, moderate, severe, or multiple disabilities; sensory impairments; physical or health disabilities; and autism. Chapter 5 describes the characteristics and needs of students with high-incidence disabilities: students with learning disabilities, speech or language disabilities, serious emotional disturbance, and mild cognitive disabilities. In Chapter 6, readers will be introduced to students who are not necessarily eligible for special education but who have special needs and often benefit from strategies similar to the ones that assist students with disabilities. The students addressed in this chapter include those protected by Section 504, including those with attention-deficit/hyperactivity disorder; those who are gifted and talented; those whose native language is not English and whose cultures are significantly different from those of most of their classmates; and students who are at risk because of special situations, including poverty, child abuse, and drug abuse.

The material in the third section of the text represents the crux of any course on inclusive practices: instructional approaches that emphasize teaching students effectively, regardless of disability or special need. In Chapter 7, the relationship between classroom environment and the diverse needs of learners is discussed. The key features of classrooms discussed include classroom organization, classroom grouping, instructional materials, and instructional methods. Chapter 8 explores both formal and informal assessment strategies that will help teachers contribute to the process of decision making for students with disabilities. Chapter 9 provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic-skills and content-area instruction. The emphasis is on adaptations that are relatively easy to make and that may also be helpful for students not identified as disabled. Chapter 10 focuses on ways

to help students with and without special needs become more independent learners. Specific strategies are described, such as encouraging student self-awareness and self-advocacy skills, developing and teaching learning strategies directly in class, and instructing students on how to use these strategies on their own.

One of a teacher's major jobs is to evaluate students' educational progress, through traditional grading and testing as well as through performance-based assessments and portfolios. Teachers may need to adapt all of these evaluation practices for students with special needs. Chapter 11 provides effective options for adapting classroom evaluations to ensure that accurate information is gathered that is helpful in guiding instruction. In Chapter 12, readers will learn procedures for group behavior management, strategies for responding to individual student behaviors, and a problem-solving approach for changing student behavior. Together, these techniques will provide teachers with a foundation for effective classroom management that can positively influence the learning of students with and without disabilities. Finally, inclusive practices are most effective when students with special needs are carefully integrated into the classroom, both academically and socially. Chapter 13 explores several effective approaches for building positive relations among students with and without special needs, including cooperative learning, peer tutoring, and social-skills training.

This textbook has the following features designed to help readers learn more effectively:

- *Vignettes* that serve as introductory cases help readers think about how the content of chapters relates to teachers and students.
- *Key terms* throughout the text are clarified through the use of boldface type and easy-to-understand definitions provided both in context and in a glossary at the back of the book.
- *Chapter summaries* highlight key information covered in the chapter.
- *Application activities* at the end of each chapter are designed to encourage students to apply text content to real-life classroom situations.
- *Marginal annotations* are designed to stimulate higher-level thinking.
- *Case in Practice* features clarify key course principles by providing mini case studies of course content in action and teaching scripts as models.
- *Professional Edge* features provide many practical teaching ideas.
- *Technology Notes* show the impact of the current technology explosion on key aspects of special and general education programming.

## Supplements

This book comes with a rich supplement package for instructors, including an Instructor's Resource Manual and an Inclusion Video.

For each chapter, the Instructor's Resource Manual contains an overview, outline, activities, discussion questions, transparency masters, handout masters, and test items. The test item file, which is also available in computerized format for IBM and Macintosh, includes multiple choice, true-false, and case-based application items. Answer feedback and guidelines are provided.

The 23-minute Inclusion Video follows three students with special needs who are included in general education classrooms at the elementary, middle school, and

high school levels. In each case, parents, classroom teachers, special education teachers, and school administrators talk about the steps they have taken to help Josh, Eric, and Tonya succeed in inclusive settings.

### ***Acknowledgments***

A project as complex as writing a textbook can be completed successfully only with the help, encouragement, and wisdom of many, many people. First and most important, we would like to express our gratitude to our families. They have listened to us agonize about how to frame a particular topic and speak endlessly about the ins and outs of special education and general education teachers working with students with disabilities, and they have served many times as a sounding board for our thoughts and our struggles with both content and format. They have also patiently endured our need to disappear for long hours as we pursued the writing muse. This book would not exist without their support.

We would also like to thank the individuals who helped us with all the details that are part and parcel to writing a textbook. Deb Holderness gave us consistently high-quality work and displayed infinite patience in typing and formatting the many drafts of this manuscript. Beth Schwamb took on the daunting responsibility of helping us obtain permission to reproduce various tables and figures found throughout the book. Kathleen Best has created a test bank that captures the text's key concepts.

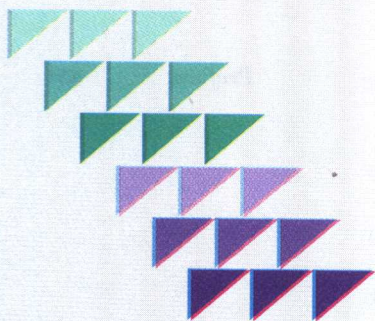
The professionals at Allyn and Bacon have also supported this effort with both words and actions. Ray Short convinced us that we really did want to undertake the project and provided words of encouragement and an occasional nudge when we needed it. Mary Ellen Lepionka spent countless hours as our development editor, grooming the manuscript so that the content was accurate and clearly presented and struck the appropriate tone for a preservice text. Sally Stickney, our copy editor and packager, polished the manuscript, and in doing so taught us nuances of the English language we had never imagined. Finally, Steve Dragin has been instrumental in ensuring that our excitement about our text is communicated to all the professionals who teach courses to general education teachers about students with disabilities.

We would also like to acknowledge the careful and insightful comments and feedback provided by our reviewers: Mary Banbury, University of New Orleans; Joanne Berryman, University of Kentucky; Sandra Cohen, University of Virginia; Harry Dangel, Georgia State University; Patricia Edwards, The University of Akron; Jean C. Faieta, Edinboro University of Pennsylvania; Pamela Fernstrom, University of North Alabama; Deborah Peters Goessling, University of Maine at Orono; Raymond Glass, University of Maine at Farmington; James A. Jacobs, Indiana State University—Terre Haute; Marie C. Keel, Georgia State University; Earle Knowlton, University of Kansas; Elizabeth B. Kozleski, University of Colorado at Denver; Suzanne Lamorey, University of Missouri; Robert Lauson, Idaho State University; Barbara Mallette, SUNY Freedomia; Catherine McCartney, Bemidji State University; Thomas Mihail, Purdue University; Diane Rivera, University of Texas; Sam Rust, Seattle University; Sandra K. Squires, University of Nebraska—Omaha; Kate Steffans, Bemidji State University; Carol Chase Thomas, University of North Carolina—Wilmington; Ellen Williams,

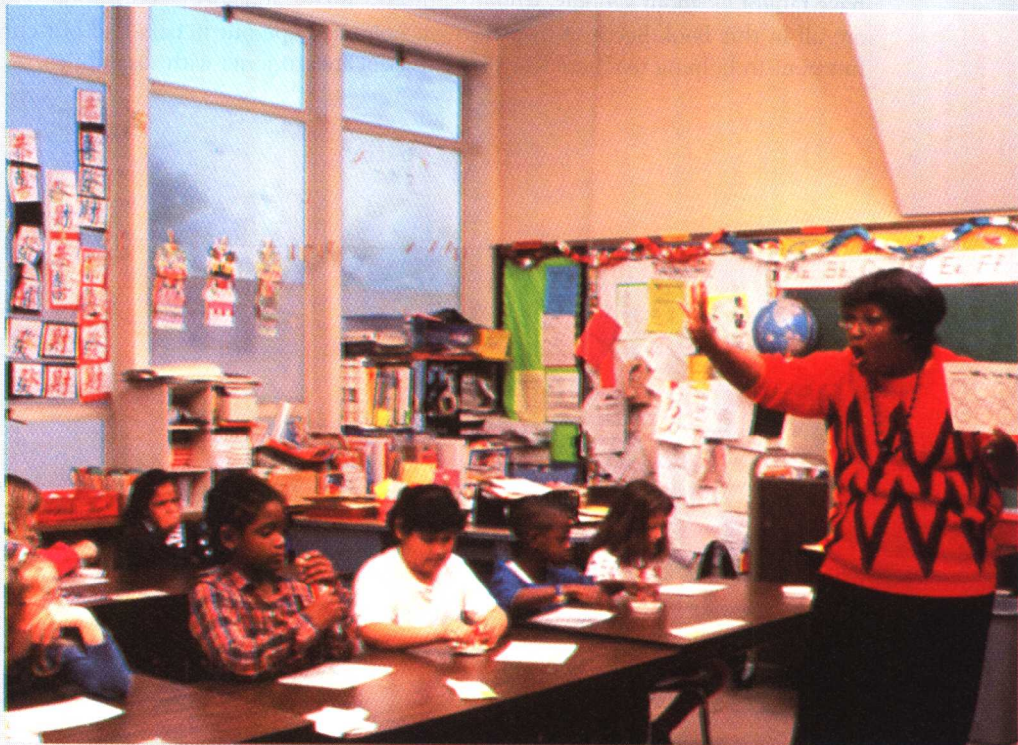
Western Kentucky University. They sometimes gave us “ah-ha” experiences, sometimes annoyed us, but always helped us create a better text.

Finally, we want to thank all our students and colleagues for the lessons they have taught us about schools, students, professionals, and special education. They are all in this book because they have all helped shape our beliefs and our commitment to helping teachers learn how to educate students with disabilities.





## Chapter 1



# The Foundation for Educating Students with Special Needs





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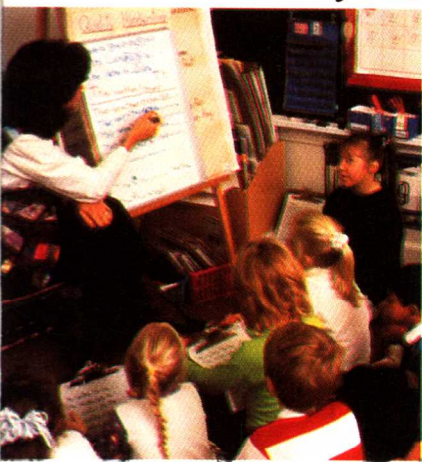
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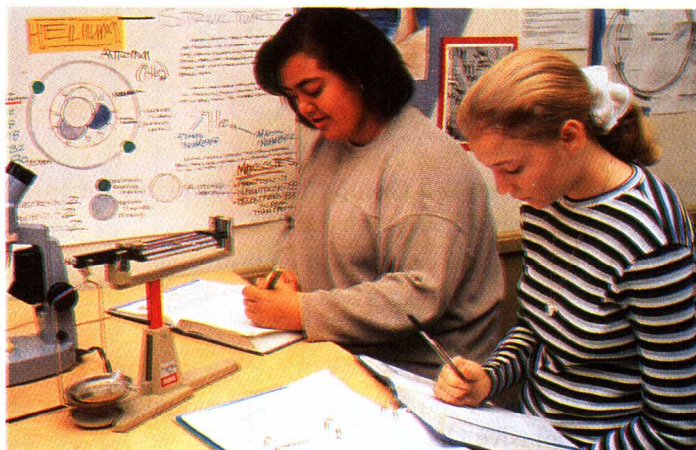
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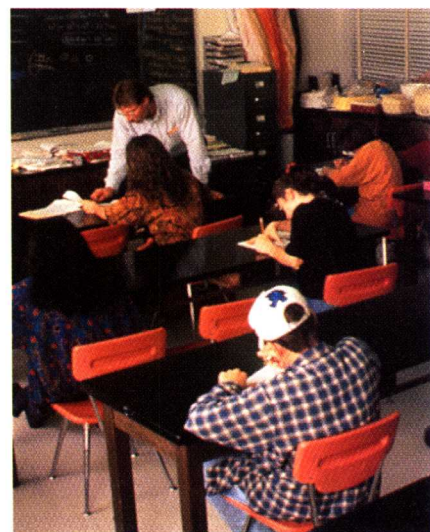
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