Including STUDENTS WITH SPECIAL NEEDS

A PRACTICAL GUIDE FOR CLASSROOM TEACHERS

SECOND EDITION

MARILYN FRIEND ♦ WILLIAM D. BURSUCK

Including Students with Special Needs

A PRACTICAL GUIDE FOR CLASSROOM TEACHERS

Second Edition

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TO OUR FAMILIES

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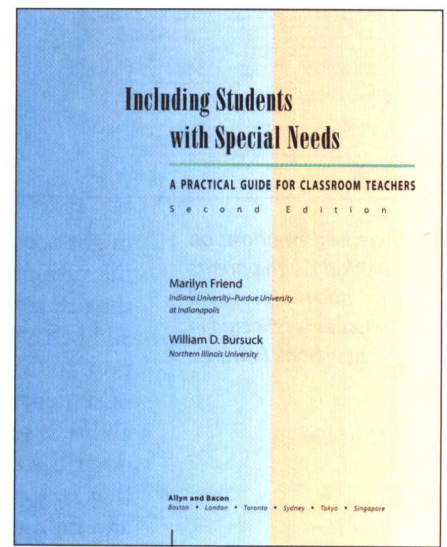
Preface

Over the past several years, the trend toward educating students with special needs in inclusive settings has, if anything, accelerated. Many students who might a decade ago have spent some, most, or all of their school days working in separate settings with special education teachers and other specialists now receive much or all of their instruction in general education classrooms. As a result, general education teachers need more than ever before to understand the nature of special education, the characteristics of students with special needs, strategies to work effectively with diverse student needs, and techniques for forming partnerships with special educators and parents.

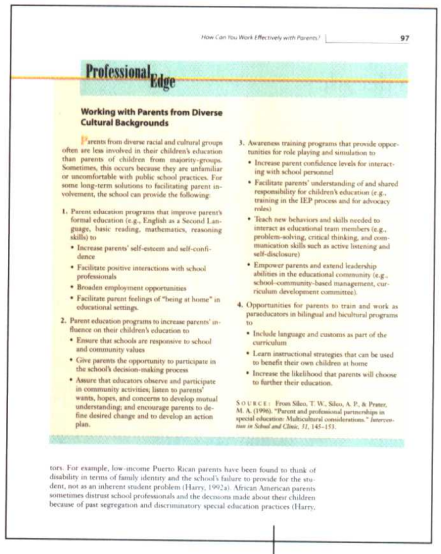
The second edition of *Including Students with Special Needs: A Practical Guide for Classroom Teachers* reflects our continued strong commitment to inclusive practices. These practices are based on substantive administrative backing, support for general education teachers, and an understanding that sometimes, for a few students, not all needs can be met in a single physical location. We have brought to the project our own backgrounds as teachers in the field and as teacher educators. We also bring our own diversity: Marilyn with expertise in elementary education, especially in urban settings, and in collaboration; Bill with expertise in secondary education, especially in suburban and rural settings, and in instructional strategies.



The areas of emphasis and organization of this book are a reflection of our beliefs about the most effective way to teach the often required "mainstreaming" course. This book is based on our experiences in teaching preservice and inservice general education teachers and our conversations with our colleagues across the country about the issues facing special education, as well as on 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 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 informative and responsive to the wide range of issues confronting teachers as they attempt to help all their students succeed.

Organization of the Book

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 information on 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. Information on the most recent federal special education legislation—the Individuals with Disabilities Education Act 1997—is included in this chapter.


How Can You Work Effectively with Parents? 97

Professional Edge

Working with Parents from Diverse Cultural Backgrounds

Parents from diverse racial and cultural groups often are less involved in their children's education than parents of children from majority groups. Sometimes, this occurs because they are unfamiliar or uncomfortable with public school practices. For some long-term solutions to facilitating parent involvement, the school can provide the following:

1. Parent education programs that improve parent's formal education (e.g., English as a Second Language, basic reading, mathematics, reasoning skills) to
   - Increase parents' self-esteem and self-confidence
   - Facilitate positive interactions with school professionals
   - Broaden employment opportunities
   - Facilitate parent feelings of "being at home" in educational settings.
2. Parent education programs to increase parents' influence on their children's education to
   - Ensure that schools are responsive to school and community values
   - Give parents the opportunity to participate in the school's decision-making process
   - Assure that educators observe and participate in community activities; listen to parents' wants, hopes, and concerns to develop mutual understanding; and encourage parents to define desired change and to develop an action plan.
3. Awareness training programs that provide opportunities for role playing and simulation to
   - Increase parent confidence levels for interacting with school personnel
   - Facilitate parents' understanding of and shared responsibility for children's education (e.g., training in the IEP process and for advocacy roles)
   - Teach new behaviors and skills needed to interact as educational team members (e.g., problem-solving, critical thinking, and communication skills such as active listening and self-disclosure)
   - Empower parents and extend leadership abilities in the educational community (e.g., school-community-based management, curriculum development committee).
4. Opportunities for parents to train and work as paraeducators in bilingual and bicultural programs to
   - Include language and customs as part of the curriculum
   - Learn instructional strategies that can be used to benefit their own children at home
   - Increase the likelihood that parents will choose to further their education.

SOURCE: From Siles, T. W., Siles, A. P., & Prater, M. A. (1996). "Parent and professional partnerships in special education: Multicultural considerations." *Intervention in School and Clinic, 31*, 145–153.

tors. For example, low-income Puerto Rican parents have been found to think of disability in terms of family identity and the school's failure to provide for the student, not as an inherent student problem (Harry, 1992a). African American parents sometimes distrust school professionals and the decisions made about their children because of past segregation and discriminatory special education practices (Harry,

Increased emphasis on working with parents and multicultural issues is reflected in new book features.

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 educational programs, and monitoring learning. As schools have moved 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** of the book, a framework for thinking about instructional accommodations is provided as an introduction for considering the characteristics of students with disabilities and other special needs. Chapter 4 introduces a step-by-step strategy for adapting instruction, called INCLUDE, that will help teachers accommodate students with special needs more effectively. This chapter also addresses the dimensions along which accommodations might occur. Chapters 5, 6, and 7 address student characteristics and needs. 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 5, 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 6 describes the characteristics and needs of students with high-incidence disabilities, that is, learning disabilities, speech or language disabilities, emotional disturbance, and mild cognitive disabilities. In Chapter 7, 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. Chapter 8 explores both formal and in-

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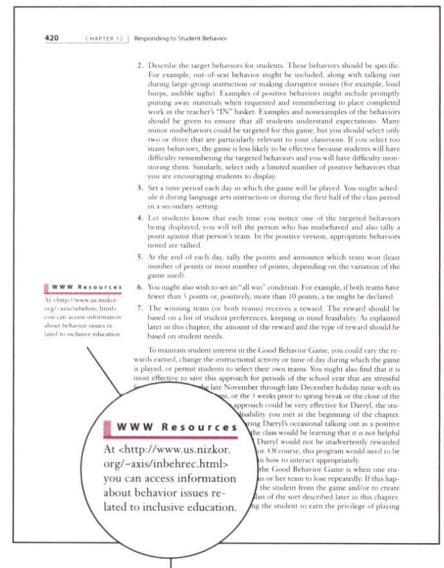
formal assessment strategies that will help teachers contribute to the decision-making process for students with disabilities. Chapter 9 provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic-skills and content-area instruction. The 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.


420 CHAPTER 12 | Responding to Student Behavior

2. Describe the target behaviors for students. These behaviors should be specific. For example, out-of-seat behavior might be included, along with talking out during large-group instruction or making disruptive noises (for example, loud burps, audible sighs). Examples of positive behaviors might include promptly putting away materials when requested and remembering to place completed work in the teacher's "IN" basket. Examples and nonexamples of the behaviors should be given to ensure that all students understand expectations. Many minor misbehaviors could be targeted for this game, but you should select only two or three that are particularly relevant to your classroom. If you select too many behaviors, the game is less likely to be effective because students will have difficulty remembering the targeted behaviors and you will have difficulty monitoring them. Similarly, select only a limited number of positive behaviors that you are encouraging students to display.
3. Set a time period each day in which the game will be played. You might schedule it during language arts instruction or during the first half of the class period in a secondary setting.
4. Let students know that each time you notice one of the targeted behaviors being displayed, you will tell the person who has misbehaved and also tally a point against that person's team. In the positive version, appropriate behaviors noted are tallied.
5. At the end of each day, tally the points and announce which team won (least number of points or most number of points, depending on the variation of the game used).
6. You might also wish to set an "all win" condition. For example, if both teams have fewer than 5 points or, positively, more than 10 points, a tie might be declared.
7. The winning team (or both teams) receives a reward. The reward should be based on a list of student preferences, keeping in mind feasibility. As explained later in this chapter, the amount of the reward and the type of reward should be based on student needs.

WWW Resources
At <http://www.us.nizkor.org/~axis/inbehrec.html> you can access information about behavior issues related to inclusive education.

To maintain student interest in the Good Behavior Game, you could vary the rewards earned, change the instructional activity or time of day during which the game is played, or permit students to select their own teams. You might also find that it is most effective to save this approach for periods of the school year that are stressful [illegible] late November through late December holiday time with its [illegible], or the 3 weeks prior to spring break or the close of the [illegible] approach could be very effective for Darryl, the student with the disability you met at the beginning of the chapter. [illegible]ring Darryl's occasional talking out as a positive [illegible]the class would be learning that it is not helpful [illegible] Darryl would not be inadvertently rewarded [illegible]or. Of course, this program would need to be [illegible]n how to interact appropriately.

[illegible]the Good Behavior Game is when one student [illegible]s or her team to lose repeatedly. If this happens, [illegible] the student from the game and/or to create [illegible]an of the sort described later in this chapter. [illegible]g the student to earn the privilege of playing

Each chapter contains the URLs of websites that enable students to access relevant information.

Features in the Book

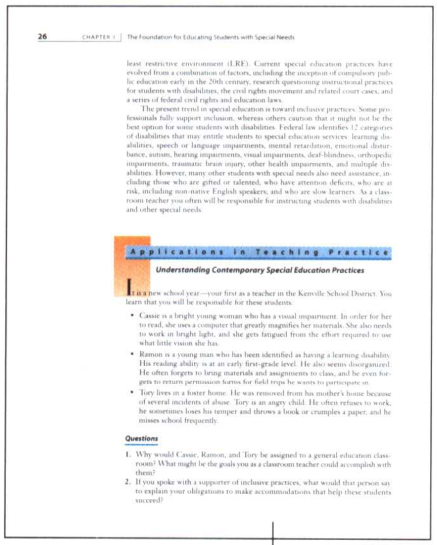
Many of the features from the first edition have been retained and enhanced in the second edition. These features have been designed to help readers learn more effectively:

- *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 brief case studies of course content in action and teaching scripts as models.
- *Professional Edge* features provide many practical teaching ideas.
- *Technology Notes* features show the impact of the current technology explosion on key aspects of special and general education programming.

New Features of the Second Edition

Within these features students will find even more up-to-date information. For example, the book now includes information students can use to access information on the Internet. Every chapter includes, in its marginal annotations, the URLs of one or more websites containing information relevant to the chapter's focus. In addition, the Technology Notes have been updated to reflect the rapidly expanding options for using technology to address students' needs. Multicultural issues are addressed even more comprehensively, in marginal annotations, in Technology Notes, and in Case in Practice segments. Emphasis is placed on understanding others' perspectives, respecting those perspectives, and working with families in partnership to create instructional success for pupils.

Overall, we have worked to improve the book by keeping some of its components and refining others. Most notably, we have consolidated presentation of the INCLUDE strategy and methods for implementing accommodations in a new Chapter 4, "Analyzing Classroom and Student Needs." In addition, the book still offers many opportunities for application and practice, but it also stresses even more than before the crucial role that parents play in their children's education and emphasizes the increasingly multicultural world in which we live. The book's "user friendliness" has been enhanced by reducing the amount of information in the margins and adding questions to the end-of-chapter application exercises.



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least restrictive environment (LRE). Current special education practices have evolved from a combination of factors, including the inception of compulsory public education early in the 20th century, research questioning instructional practices for students with disabilities, the civil rights movement and related court cases, and a series of federal civil rights and education laws.

The present trend in special education is toward inclusive practices. Some professionals fully support inclusion, whereas others caution that it might not be the best option for some students with disabilities. Federal law identifies 12 categories of disabilities that may entitle students to special education services: learning disabilities, speech or language impairments, mental retardation, emotional disturbance, autism, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, traumatic brain injury, other health impairments, and multiple disabilities. However, many other students with special needs also need assistance, including those who are gifted or talented, who have attention deficits, who are at risk, including non-native English speakers, and who are slow learners. As a classroom teacher you often will be responsible for instructing students with disabilities and other special needs.

Applications in Teaching Practice

Understanding Contemporary Special Education Practices

It is a new school year—your first as a teacher in the Kenville School District. You learn that you will be responsible for these students:

- Cassie is a bright young woman who has a visual impairment. In order for her to read, she uses a computer that greatly magnifies her materials. She also needs to work in bright light, and she gets fatigued from the effort required to use what little vision she has.
- Ramon is a young man who has been identified as having a learning disability. His reading ability is at an early first-grade level. He also seems disorganized. He often forgets to bring materials and assignments to class, and he even forgets to return permission forms for field trips he wants to participate in.
- Tory lives in a foster home. He was removed from his mother's home because of several incidents of abuse. Tory is an angry child. He often refuses to work, he sometimes loses his temper and throws a book or crumples a paper, and he misses school frequently.

Questions

1. Why would Cassie, Ramon, and Tory be assigned to a general education classroom? What might be the goals you as a classroom teacher could accomplish with them?
2. If you spoke with a supporter of inclusive practices, what would that person say to explain your obligations to make accommodations that help these students succeed?

Each chapter ends with Applications in Teaching Practice, a feature designed to help students use their new knowledge and skills in realistic situations. Questions guide student understanding and encourage additional insights.

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 updated Instructor's Resource Manual contains an overview, outline, activities, discussion questions, transparency masters, handout masters, and test items. The updated 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, 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 sounding boards 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. Marge Barrick took on the daunting responsibility of helping us obtain permission to reproduce various tables and figures found throughout the book.

The professionals at Allyn and Bacon have also supported this effort with both words and actions. Ray Short continues to provide support, guidance, and commitment to this textbook that has helped us now for several years. Linda Bieze, serving as our developmental editor, combined a careful reading of the second edition manuscript with clear and insightful suggestions for change; the book has matured significantly with her guidance.

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; Julie Jochum, Bemidji State University; Marie C. Keel, Georgia State University; Susan Klein, Indiana University–Bloomington; 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 Freedonia; James K. McAfee, Pennsylvania State University; Catherine McCartney, Bemidji State University; Thomas Mihail, Purdue University; Mark P. Mostert, Moorhead State University; Robert Reid, University of Nebraska; 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 continue to be grateful to all of our colleagues and students who influence our thinking about educating students with special needs in general education classrooms. Their comments on the first edition, their questions about best practices, their challenges to our thinking, and their suggestions on better communicating our message have been invaluable. We appreciate their input and hope they see themselves and their ideas accurately reflected in this edition.

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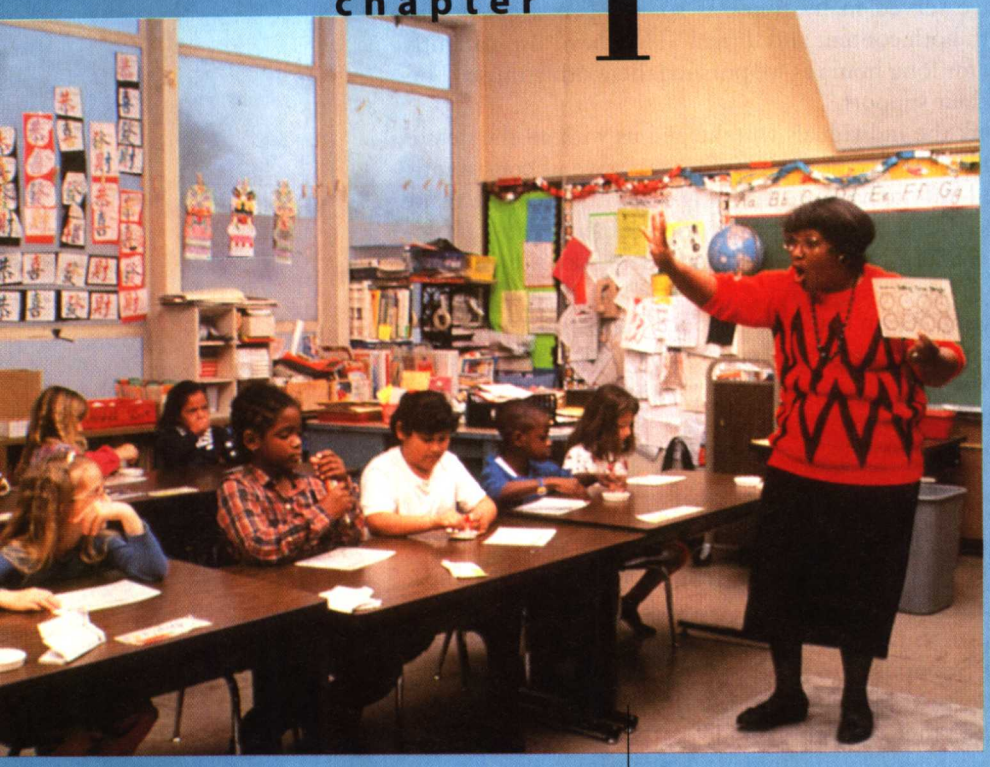

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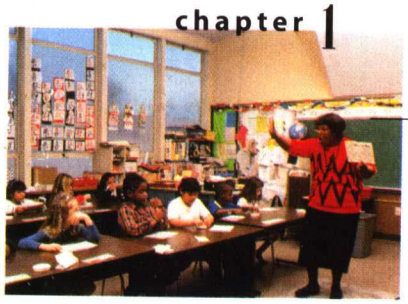

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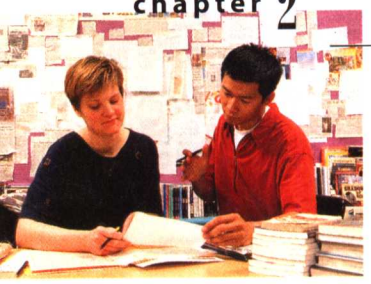

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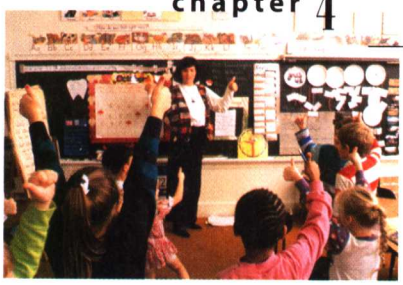

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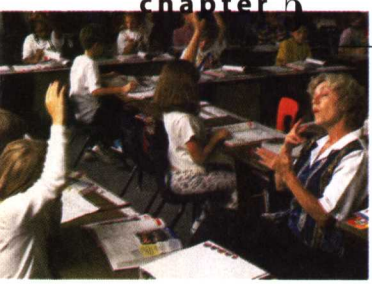

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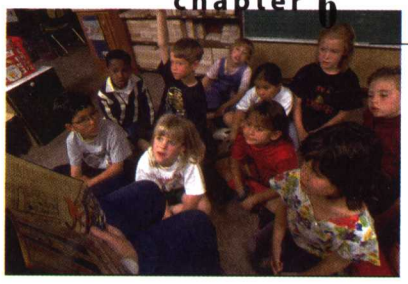

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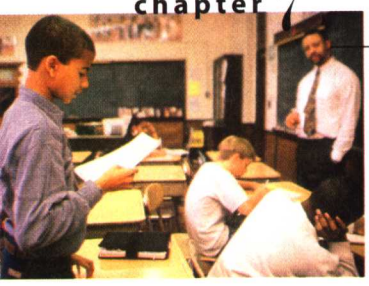

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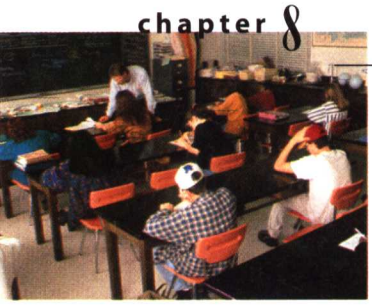

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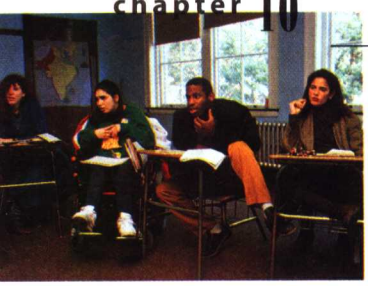

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