# INCLUSION

## EFFECTIVE PRACTICES FOR ALL STUDENTS

3e

James McLeskey

Michael S. Rosenberg

David L. Westling

Pearson

# INCLUSION

## EFFECTIVE PRACTICES FOR ALL STUDENTS


JAMES MCLESKEY
University of Florida

MICHAEL S. ROSENBERG
State University of New York at New Paltz

DAVID L. WESTLING
Western Carolina University


THIRD EDITION


Pearson

330 Hudson Street, NY NY 10013

**Director and Portfolio Manager:** *Kevin M. Davis*
**Content Producer:** *Janelle Rogers*
**Development Editor:** *Jill Ross*
**Portfolio Management Assistant:** *Anne McAlpine*
**Executive Field Marketing Manager:** *Krista Clark*
**Executive Product Marketing Manager:** *Christopher Barry*
**Procurement Specialist:** *Carol Melville*
**Full Service Project Management:** *Cenveo® Publisher Services*
**Cover Designer:** *Brian Malloy, Cenveo® Publisher Services*
**Cover Image:** *Image Source/DigitalVision/Getty Images*
**Composition:** *Cenveo® Publisher Services*
**Printer/Binder:** *LSC Communications*
**Cover Printer:** *Phoenix Color/Hagerstown*
**Text Font:** *10/12 Garamond*

For related titles and support materials, visit our online catalog at www.pearsonhighered.com.

Credits and acknowledgments for materials borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within the text. 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, so it is inevitable that some of the Internet addresses listed in this textbook will change.

---



**Cataloging-in-Publication Data is on file at the Library of Congress.**

10 9 8 7 6 5 4 3 2 1

Pearson

ISBN 10: 0-13-467260-7
ISBN 13: 978-0-13-467260-1

*JM*

To Nancy, for the weekends and evenings lost to work and your continuing support

*MSR*

To Irene and Dan—So much! Again and Always

*DLW*

To Wendy, for all your love and support

# Preface

## Our Vision

Each year, increasing numbers of students with special needs are included in our nation's schools for most of the school day, providing learning and social opportunities that did not exist in the past. While much progress has been made, more progress is needed. Although the vast majority of educators support inclusive education for their students, the reality of how to effectively address the academic and behavioral needs that students with disabilities bring to classrooms continues to be a challenge. There's no doubt that many questions remain regarding how to best design, deliver, support, and evaluate effective, inclusive educational programs. As you will see in this book, our perspective is that the responses to these questions are best presented to current and future educators in a practical and straightforward way, using a format that integrates effective practices with applications and examples that reflect actual school settings and working conditions.

This text is built on a pragmatic, "real-world" approach to inclusive education. 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) will at times struggle to learn and need intensive, small-group instruction that may be provided in either a general education classroom or in a separate setting.

In this book, we anchor content to three key themes: (1) **Values** underlying inclusion, (2) the importance of **Professional Educators,** and (3) **Effective Applications** (often referred to as evidence-based practices or high-leverage practices that are delivered using multi-tiered systems of support). Each of these themes is introduced in the first three chapters, and then detailed in subsequent chapters to provide a complete picture of effective inclusive classrooms.

## New to This Edition

- ***Deepen Your Knowledge***. This feature provides in depth coverage of critical big ideas related to inclusive education and effective practice. Located at the beginning of each chapter as well as included within chapters, this feature brings inclusive education to life through first hand teacher, parent, and student experiences,

- A new chapter *Foundations of Effective Inclusive Education* (Chapter 3) that contextualizes the four cornerstone themes of effective inclusive education that are addressed throughout the text:
  - Multi-tiered System of Support (MTSS)
  - Effective Systematic Instruction
  - Differentiated Instruction
  - Universal Design for Learning
- **Two new chapters addressing** *High Incidence Disabilities* (Chapter 4) and *Low-Incidence Disabilities* (Chapter 5) that include links to step-by-step descriptions for implementing specific strategies that support effective inclusive education.
- **New chapters that address** *Mathematics Instruction* (Chapter 12) and *Instruction for Students with Significant Learning Needs* (Chapter 14) using a fresh, classroom-oriented approach.

- New step-by-step strategies for supporting effective inclusive education that address key topics such as effective instruction across content areas, classroom management, collaboration and teaming, and supporting students with severe disabilities.

# Values Underlying Inclusion

The values theme that is reflected throughout this text emphasizes the perspective that students with disabilities should be accepted members of the school community and included in much the same way that all students want to be included. This means that they actively participate in the academic and social activities (or communities) of their classrooms and schools. But more is needed—these students must also be given supports so that they have an opportunity to succeed. 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. When this occurs, some (perhaps many) students with disabilities should be included as a natural part of the general education classroom, with no need for special accommodations or adaptations.

## Foundations of Successful Inclusion

The initial three chapters provide readers with background/foundational information, address the values that underlie inclusive education, and describe the cornerstones that make inclusive education possible. These cornerstones include MTSS effective systematic instruction, differentiated instruction, and universal design for learning, and are supported by collaboration among school professionals. These foundations of successful inclusion are emphasized throughout the text.

We use a number of pedagogical features to describe these foundations of successful inclusive education 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 the challenges of developing inclusive classrooms.

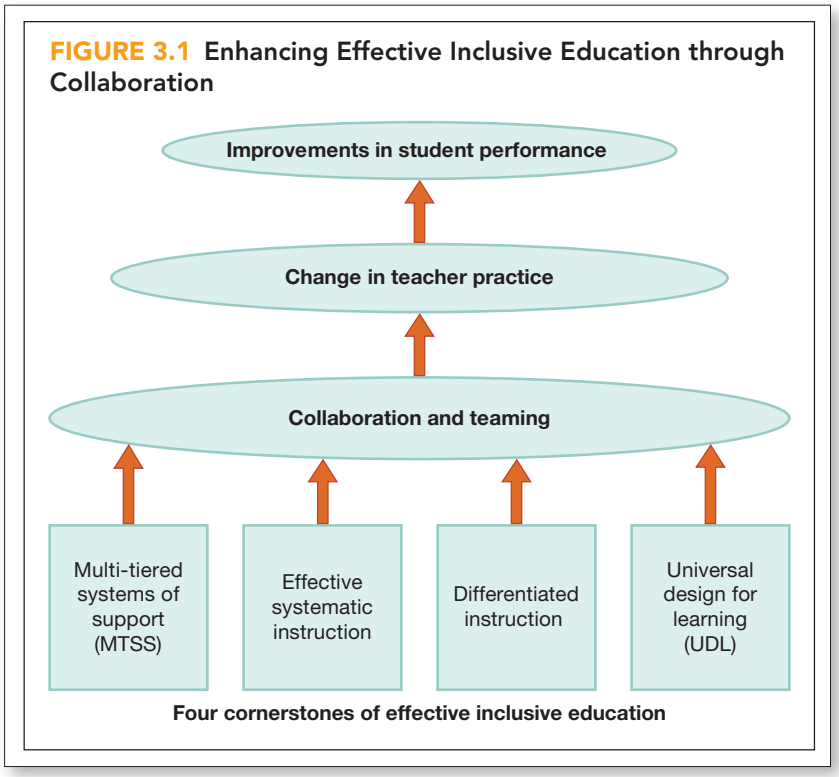



**FIGURE 3.1** Enhancing Effective Inclusive Education through Collaboration

# Professional Educators

The second 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, have 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.

## Meeting the Needs of All Students

Chapters 4 through 6 provide descriptive information regarding high-incidence disabilities, low-incidence disabilities, and students with other special needs. Each chapter addresses general principles and issues regarding the application of effective practices with these students. Each chapter is written in a clear, succinct, practical, and approachable style, and includes links to step-by-step descriptions for implementing specific strategies that support effective inclusive education.

**PAUSE, CHECK, & REFLECT**

Two EBPs for teaching in inclusive classrooms are (1) explicit instruction through demonstrations, thinking aloud, and examples and (2) cognitive, metacognitive, and organizational strategies that support learning and independence (McLeskey & Brownell, 2015). Think back to your days as an elementary and a secondary student. What content were you taught through explicit instruction and cognitive strategy instruction? Which of these approaches worked best for you? Did it matter what content was being presented? Why?

## Pause, Check, & Reflect Margin Notes

In every chapter of the text, Pause, Check, & Reflect margin notes 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 4.1**

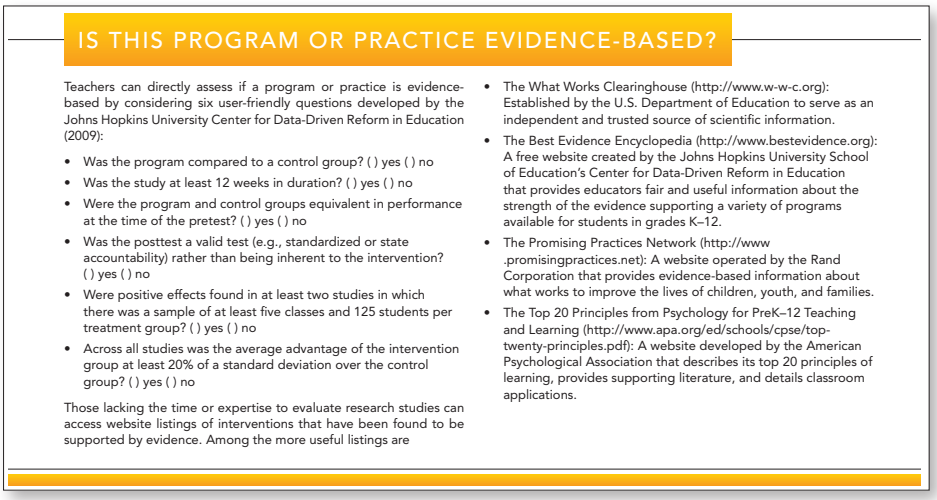
| JUST THE FACTS | STUDENTS WITH LEARNING DISABILITIES |
|---|---|
| How are learning disabilities defined? | • Students with learning disabilities have an uneven pattern of academic development, including unexpected underachievement in one or more academic areas. This underachievement is not explained by another disability or by environmental, cultural, or economic disadvantage. To be identified, the student must need special education services, and the academic problem cannot be overcome in general education without these services. |
| How are students with learning disabilities identified? | • Unexpected underachievement in one or more academic areas is the primary criterion for identifying students with learning disabilities.<br>• A severe discrepancy between expected achievement level (as determined by a standardized test of intelligence) and actual achievement level (as determined by a standardized achievement test) has traditionally been used to identify unexpected underachievement.<br>• After unexpected underachievement is documented, the exclusion clause is applied to student identification. This ensures that another disability or environmental, cultural, or economic disadvantage did not cause the underachievement.<br>• IDEA 2004 has mandated that a student's response to a scientific, research-based intervention may be used to identify unexpected underachievement for students with learning disabilities. This response-to-intervention approach is being increasingly used for student identification. |
| What are typical characteristics? | • Academic achievement in one or more academic areas is significantly below grade level.<br>• Students with a learning disability may have cognitive skill deficits related to memory, attention, impulsivity, and/or metacognition.<br>• About one in four students with a learning disability is also identified with attention-deficit/hyperactivity disorder (ADHD).<br>• About one in three students with a learning disability also has problems related to social skill deficits and has difficulty getting along with others.<br>• Motivational problems, especially among adolescents, often result from long-term academic difficulty and can result in passive learning or learned helplessness. |
| What are the demographics? | • Approximately 3.4% of school-aged students (ages 6 to 17) are identified with learning disabilities. |

## Just the Facts

Chapters 2, 4, 5, and 6 include the Just the Facts feature that provides a review of legislation which has influenced the education of students with disabilities in Chapter 2, while this feature in Chapters 4, 5, and 6 defines and addresses identification, assessment, prevalence, and service delivery practices (least restrictive environment statistics).

## Is This Program or Practice Evidence-Based?

Employing a series of user-friendly questions, this feature provides a method for teachers to determine if a specific program or practice is evidence-based. Also provided are websites that list and describe practices that are supported by evidence.



IS THIS PROGRAM OR PRACTICE EVIDENCE-BASED?

Teachers can directly assess if a program or practice is evidence-based by considering six user-friendly questions developed by the Johns Hopkins University Center for Data-Driven Reform in Education (2009):

- Was the program compared to a control group? ( ) yes ( ) no
- Was the study at least 12 weeks in duration? ( ) yes ( ) no
- Were the program and control groups equivalent in performance at the time of the pretest? ( ) yes ( ) no
- Was the posttest a valid test (e.g., standardized or state accountability) rather than being inherent to the intervention? ( ) yes ( ) no
- Were positive effects found in at least two studies in which there was a sample of at least five classes and 125 students per treatment group? ( ) yes ( ) no
- Across all studies was the average advantage of the intervention group at least 20% of a standard deviation over the control group? ( ) yes ( ) no

Those lacking the time or expertise to evaluate research studies can access website listings of interventions that have been found to be supported by evidence. Among the more useful listings are

- The What Works Clearinghouse (http://www.w-w-c.org): Established by the U.S. Department of Education to serve as an independent and trusted source of scientific information.
- The Best Evidence Encyclopedia (http://www.bestevidence.org): A free website created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education that provides educators fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K–12.
- The Promising Practices Network (http://www.promisingpractices.net): A website operated by the Rand Corporation that provides evidence-based information about what works to improve the lives of children, youth, and families.
- The Top 20 Principles from Psychology for PreK–12 Teaching and Learning (http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf): A website developed by the American Psychological Association that describes its top 20 principles of learning, provides supporting literature, and details classroom applications.

## Deepen Your Knowledge

This feature provides in-depth coverage of critical big ideas related to inclusive education and effective practice. Located at the beginning of each chapter as well as within some chapters, this feature brings inclusive education to life through firsthand teacher, parent, and student experiences

# Effective Applications

Finally, the third theme of effective applications emphasizes evidence-based practices that 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., classwide 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). Evidence-based practices ensure that all students learn the academic and social skills needed to be successful in school and in life beyond school.

## Effective Practices for All Students

Chapters 7 through 14 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 (e.g., collaboration, mathematics instruction, classroom management), and the second half of each chapter provides in-depth, step-by-step strategies (up to 12 strategies per chapter topic) related to these issues.

## Putting It All Together and Strategy Fact Sheets

To connect the theory of the first half of Chapters 7 through 14 with the strategies covered in the second half of these chapters, we provide a list of key points regarding the topic of the chapter, followed by a Strategy Fact Sheet that includes a brief description of each strategy. These organizers contain the following helpful information:

- The name of each effective practice
- A brief narrative description of the strategy
- Special considerations regarding the use of the strategy in an inclusive classroom

| STRATEGY | DESCRIPTION AND CONSIDERATIONS |
|---|---|
| Strategy 8.1: Contributing to IEPs | Being an effective member of the IEP team is an important role for the general educator, and understanding the required content of an IEP and students' needs will help you be a more effective member of the IEP team. This strategy offers several ways to help fulfill this important responsibility. |
| Strategy 8.2: Developing Tier 2 Interventions | Tier 2 interventions increase the intensity of instruction beyond typical effective classroom instruction and often require extra intervention from a general education teacher. This strategy discusses Tier 2 plans. |
| Strategy 8.3: Developing a Section 504 Plan | Section 504 plans specify accommodations necessary for some students with special needs. This strategy explains how a Section 504 committee designs such plans. These plans are used for students who have special needs but do not meet the criteria for special education under IDEA 2004. |
| Strategy 8.4: Using Person-Centered Plans to Support Inclusion | Person-centered planning is an alternative to traditional planning (for IEPS and Section 504 plans) and is designed to help identify ways for students with severe disabilities to be included in general education settings. It is important for students with severe disabilities to be included; however, key people sometimes need to develop innovative ways to achieve inclusion. This can occur through person-centered planning. |
| Strategy 8.5: Facilitating Parent Involvement in the IEP Process | If parents are not supportive of the IEP process, the relevance of the IEP is diminished, and their child's education may suffer. Therefore, it is important for parents to participate. This strategy suggests effective ways to get parents involved in the IEP process. |
| Strategy 8.6: Facilitating Student Involvement in the IEP Process | The IEP is for the student, and students should have a voice in directing their education. However, for many students with disabilities, the IEP is an irrel- |

## Step-by-Step Strategies

Up to 12 effective strategies are included in Chapters 7 through 14. Each strategy is presented in a step-by step manner.

Each strategy includes the following information:

- Rationale that gives background information regarding the strategy—when and how it should be used
- 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 "speed bumps" they may encounter when applying the strategy
- Key references that provide citations for further information regarding the topic

### Step-by-Step

1 ***Determine what students should learn.*** Identify the learning goals that all students should achieve by examining your local or state general curriculum requirements for the content area of interest. What must students know and be able to do, and what is the order of learning? Decide what the sequence of instruction should be and which learning goals students should achieve at what time. Remember the key elements of UDL. You will want to use alternate modes of presentation, allow alternate modes of responding, and encourage multiple ways of participating.

2 ***Design instruction that is flexible.*** Your lesson should allow for a range of student preferences and abilities. For example, some students will require more concrete materials when learning arithmetic skills, and some can use virtual materials; some students will want to work alone, and some will prefer to work with a partner.

3 ***Present information clearly and in various ways to increase comprehension.*** Your verbal presentations should always applications that can supplement your instruction. Many of these programs are well sequenced and provide direct feedback to the learner based on his or her performance. Also, alternative materials such as audiobooks, text-to-voice software, and video presentations may facilitate learning. CAST (http://www.cast.org/) is a valuable organization that provides information about materials accessible to all students.

5 ***Allow different forms of engagement by students.*** Students vary a great deal in how they best engage in learning. Some work well in cooperative learning groups, some in pairs, and some alone. Some like to listen to a live person lead a discussion, others may wish to read the material independently, and still others may prefer to watch a DVD. Some students prefer to write using pen and paper, others use keyboards, and some would rather orally record their message or present information through their artwork. Consider how your students prefer to engage in learning when arranging activities, and allow enough different forms of engagement.

# Supplements for Students and Instructors

## IRIS Center Resources

The IRIS Center at Vanderbilt University (http://iris.peabody.vanderbilt.edu), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), develops training enhancement materials for preservice and practicing teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings

## Instructor Resource Center

The Instructor Resource Center at www.pearsonhighered.com has a variety of print and media resources available in downloadable, digital format—all in one location. As a registered faculty member, you can access and download pass code–protected resource files, course-management content, and other premium Online content directly to your computer.

Digital resources available for *Inclusion: Effective Practices for All Students*, third edition, include the following:

- A **TestGen** (0134530071) computerized test bank of multiple-choice and essay tests.
- **PowerPoint** (013453008x) presentations specifically designed for each chapter.
- An **Instructor's Manual and Test Bank** (0134552644) with 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, and application. 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.

To access these items online, go to www.pearsonhighered.com, and click on the Resources Tab. If you have any questions regarding this process or the materials available online, please contact your local Pearson sales representative.

# Acknowledgments

Inclusive classrooms are effective when professionals work together, sharing expertise and providing support as it is needed. We have witnessed this firsthand on numerous occasions in schools, as teachers and administrators work collaboratively to provide extraordinary educational opportunities for all students. The same idea applies when writing a textbook. Although three of us are listed as authors, we had a broad range of support in completing this text. As the third edition moved toward completion, we recognize that the level of support, creativity, and knowledge that colleagues provided was extraordinary, and we are extremely privileged and grateful to have had this support.

First, we acknowledge the superlative support from the professionals at Pearson Education. Our Executive Editors, a role filled for the first two editions and during the time we were planning this third edition by Ann Davis, and then by Kevin Davis as we revised the chapters and completed this edition, were critical to the success of this project. Initially, Ann Davis provided the momentum to get this textbook off the ground and used her extensive knowledge of special education textbooks and marketing to provide us with a unique direction. She then guided us through the revision for the second edition and planning for the extensive reorganization and revision of this third edition. Throughout our work with Ann, she has made numerous recommendations that have substantially improved this text, and we will always be grateful for that. On a more personal note, we've gotten to know Ann very well over many years and have enjoyed both a professional and a personal relationship with her. We've come to appreciate the personal touch and humor she brings to all of our interactions. Understandably, we were very disappointed that her decision to retire occurred as we were beginning to revise chapters for the third edition. We'll miss you, Ann. Hopefully our paths will continue to cross as you adjust to this next phase in life. All the best in retirement! After Ann's retirement, Kevin Davis took over as our Executive Editor. He ensured that the transition was smooth and that we received the support we needed to complete this project. In the months we spent writing and revising this edition of the text, Kevin provided direction, thoughtful comments, and support and encouraged us to produce a unique text with features that were a good fit for the real world of teaching and inclusive classrooms.

In addition, we thank Jill Ross for her support in keeping this project on time by providing gentle nudges as well as for her responses to our varied and sometimes confusing requests for support and information at the Pearson Education offices. We are also grateful to Sherry Goldbecker for doing a fine job in copy-editing the chapters and making our writing better, as well as making sure all of the pieces fit together in a way that resulted in a product that was both logical and attractive.

For their fine work on an earlier draft (from the first edition, Chapter 3) of sections that are now included in Chapter 6, we thank Dorene Ross and Margaret Kamman from the University of Florida, Vivian Correa from the University of North Carolina–Charlotte, and Jennifer Huber from the Arizona Department of Education. As this chapter has evolved over the last two editions, we've retained many of the fine ideas that these colleagues included in the original version of this chapter, and we thank them for sharing their expertise and many experiences working with students from diverse backgrounds.

We'd like to acknowledge the many teachers we've worked with who have provided us with ideas and comments that are included in this text. They have significantly enhanced the quality of this text by sharing real-world ideas and experiences that they use to provide students with disabilities an effective inclusive education. In particular, we acknowledge and thank the many teachers and administrators from the schools that were highlighted in the first two editions of this text—from Mull Elementary School (NC), Gilpin Manor Elementary School (MD), West Hernando Middle School (FL), and Heritage

High School (VA). We are very grateful to these professionals for allowing us to enter their schools and for sharing their expertise, ideas, and creativity.

The staff at all three of our universities assisted us on a range of tasks and covered for us when we were hidden away writing chapters. We are most appreciative for this support. Staff at the University of Florida included Shaira Rivas-Otero, Michell York, Vicki Tucker, Lynette Beacher, and Elizabeth Rivera. At SUNY New Paltz, support was provided by Betsy LaPolla and Danieille Sullivan. At Western Carolina, support was provided by Susan Buchanan, Karena Cooper-Duffy, Kelly Kelley, and many other colleagues and students.

We would like to thank the following reviewers who provided important information as we revised this edition: Kim Floyd, West Virginia University; Genevieve Howe Hay, College of Charleston; and Leah Wasburn-Moses, Miami University.

Finally, completing this extensive revision required frequent absences from our homes. In spite of this, it is our great fortune that we continue to have the love and support of our families, and for this we are eternally grateful. This includes our wives, Nancy, Irene, and Wendy; children Gaby, Robby, Matthew, Ezekiel, Daniel, Jennifer, Jessica, and Meredith; and grandchildren Dylan, Ethan, Hayden, Riley, Nick, and Ben.

JM
MSR
DLW

This page intentionally left blank

# Brief Contents

This page intentionally left blank

# Contents

FatCamera/E+/Getty Images

# 1 What Is Inclusive Education and Why Is It Important?

## Key Outcomes

*After reading this chapter you will be able to answer the following questions:*

**1.1** Why is inclusion important for all students?

**1.2** What are the key concepts that support inclusive education?

**1.3** What are the characteristics of effective inclusive programs?

**1.4** What are the roles of teachers and other professionals in an inclusive school?

**1.5** Why is it important to be a willing and effective teacher for all students?

## DEEPEN YOUR KNOWLEDGE:
## WHY SHOULD ALL CHILDREN HAVE AN INCLUSIVE EDUCATION?

If you have a parent or relative who is a teacher or if you have a sibling with a disability, you probably know that inclusion has been a big deal in schools for a number of years. You likely also know that inclusion has been controversial. While most teachers feel that all students have a right to an education, many question how well prepared they are to meet the needs of some students, especially those who have more challenging disabilities. Descriptions of inclusive programs that have been published reveal that some schools do an excellent job of preparing and supporting teachers so as to meet the needs of the students who are included in their classrooms, while others aren't nearly as successful. But inclusion has continued to move forward. Indeed, the entire history of special education has shown a relatively steady trend toward increasing levels of inclusion and increasingly higher-quality education for students with disabilities.

Given the controversy surrounding inclusion and the difficulties faced by some teachers in providing an effective inclusive education, why has inclusion continued to move forward? Some would argue that federal and state laws have been a major influence. While we agree that this is true, the primary reason these laws were passed and inclusion has continued to move forward is that parents of students with disabilities and adults with disabilities themselves have advocated for a higher-quality, more inclusive education—an education that would provide them with greater opportunities for success in life. Teachers have also advocated for these changes, as they understand how important it is to provide an effective inclusive education for students with disabilities and realize that they need appropriate knowledge, skills, and supports to make this happen.

To better understand why advocates have worked so tirelessly to improve educational opportunities for students with disabilities, we'd like you to watch two short segments from the *Including Samuel Preview* video. (Watch the first 5 minutes of the video, up to the section on Alana Malfy). In the first segment, you'll learn how Samuel's parents, Dan Habib and Betsy McNamara, reacted to having a child with a disability and why inclusion is so important to them. In the second segment, you'll hear from Keith Jones, an adult with a disability, as he talks about why he advocated for a high-quality education that prepared him for a successful life. Advocacy for inclusion has emerged from the issues and concerns that are described in these video segments and from the desire for more opportunities and a better life for persons with disabilities.

As you view these video segments, think about the following questions:

Why was Samuel's mother afraid for Samuel and for her family? Do you think this is a relatively typical response for a parent of a child with a disability?

Why is it important for Samuel to go to school with other children from his neighborhood and for them to know him as Samuel, not as "the kid in the wheelchair"?

Why are high expectations so important for students (and adults) with disabilities?

Why was inclusion important to Keith Jones?

# 1.1 WHY IS INCLUSION IMPORTANT FOR ALL STUDENTS?

What does it mean to you to be included as part of a social group or community of people? Why is it important to be included? For most people, being part of a community means that they are included in and engaged with the group, which results when others in the community value them as a person and respect them for who they are, regardless of their particular strengths and shortcomings. Those who are included have a sense of belonging that brings satisfaction and comfort, and they know that they can depend on others for support when it is needed. Most of us are typically included in most groups when we want to be, and we require little in the way of support to be active participants in these groups. While this is true for some students with disabilities, it may not the case for many others. These students need support from their teachers and peers to be successfully included as part of the school community.

For those of us who work in education, ensuring students with disabilities are a part of the school community is often referred to as **inclusion**. In this text, we take the perspective that inclusion is not a place or a classroom setting but a philosophy of education. We define *inclusion* quite simply as including students with disabilities as valued members of the school community. This suggests that when students with disabilities are provided an inclusive education, they *belong* to the school community and are *accepted* by others, they actively *participate* in the academic and social community of the school, and they are given supports that offer them the *opportunity* to succeed. In short, they participate in the school community in much the same way that all students want to participate.

## PAUSE, CHECK, & REFLECT

Have you ever been in a social situation where you've been excluded? Why do you think this happened? How did you react to being excluded? How did you feel? Do you think a student with a disability would react to being excluded in the same way you did?

As you watched segments of the *Including Samuel Preview* video, did you feel that Samuel's parents wanted the same things for him that every parent wants for their child? What about Keith Jones? Did he want things from life that are similar to the things you want? We have found that individuals with disabilities and their parents have perspectives similar to those of everyone else regarding what they want from school and from life. Among other things, they want to belong and participate, to have friends and experience success. We agree with Samuel's parents that an inclusive school is the best place for Samuel and will provide him with opportunities for success in life. Similarly, inclusion was a better option for Keith Jones, who wanted to prepare for life after school by learning appropriate social interaction skills and mathematics content. But providing an inclusive education is not a simple matter.

Although most teachers want to provide an inclusive education for all students, making this happen can be challenging, time-consuming, and frustrating. In fact, the reality of how to address effectively the academic and behavioral challenges associated with students with disabilities is often daunting to school personnel. Many questions remain regarding how to develop effective inclusive schools and provide support for teachers as these programs are implemented (McLeskey, Waldron, Spooner, & Algozzine, 2014a; Ryndak, Jackson, & White, 2013). In this text, we emphasize the use of highly effective, **evidence-based practices** to meet the needs of students with disabilities and others who struggle in school. To do this, we provide practical examples of practices that work in schools to support student success. These practices should give you a good foundation as you seek to provide an inclusive education in your classroom and ensure that all students belong, actively participate, and receive supports that provide them with an opportunity to succeed.

Wavebreak Media ltd/Alamy Stock Photo

Students with disabilities are included in most general education classrooms.

While inclusion is especially important for students with disabilities, it's also important for other students who struggle to fit in at school. If you think back about the time you were in K–12 schools, you probably remember students who did not fit in academically or socially for a range of reasons. These reasons could have been as simple as moving in the middle of the year to a new school that had different expectations for behavior or learning or as complex as arriving from another country and speaking a language other than English. As you probably know from your school experiences, it is not uncommon for students to have difficulty fitting in with the academic or social community of school. We take the perspective that an inclusive education is important for *all* students because everyone has difficulty fitting in at times and needs support. So keep this in mind as you're reading this text, and you'll see that while we often discuss students with disabilities, many of the instructional strategies and other ideas we describe are useful for a wide range of students who need support in general education classrooms.

In the following sections, we provide information that illustrates the diverse range of students in every general education classroom. In addition to students with disabilities, students in general education classes who contribute to this diversity and may need supports include students who are at risk for difficulty in school, students from diverse cultural and linguistic backgrounds, and students identified as gifted and talented.

## Students with Disabilities and Special Education

Special education consists primarily of services and supports that teachers provide to meet the needs of students who are identified with disabilities. Although the categories used to define disabilities vary across states, most use some variation of the federal definitions of disability categories. Table 1.1 includes brief descriptions of the disability categories used by the federal government in the Individuals with Disabilities Education Improvement Act (2004), or IDEA 2004.

As you will note, these disability categories include a broad range of students with abilities and disabilities related to cognitive, social, physical, and sensory skills. To simplify disability categories, some states use more general categories such as *mild-to-moderate disabilities* and *significant disabilities*. The mild-to-moderate category includes most students who are identified with learning disabilities and speech or language impairment and some students from other categories (e.g., autism, other health impairments, and intellectual disabilities). About 90% of students with disabilities are included in the mild-to-moderate category. The significant disability category includes about 10% of students

**Table 1.1 • Disability Categories and Definitions Adapted from IDEA 2004**

| DISABILITY CATEGORY | BRIEF DEFINITION |
|---|---|
| **Learning disability** (called *specific learning disability* in IDEA 2004) | Characterized by difficulty making adequate academic progress in school, especially in basic skill areas such as reading, writing, and/or mathematics. |
| **Speech or language impairment** | Characterized by communication disorders (e.g., difficulty articulating certain speech sounds or difficulty using or understanding words) that adversely affect educational performance. |
| **Other health impairments** | Includes students with a range of health impairments (e.g., epilepsy or diabetes) that adversely affect educational performance. Attention-deficit/hyperactivity disorder (ADHD) is included as part of this category. |
| **Intellectual disabilities** (called *mental retardation* in IDEA 2004) | A broad range of students, from those with mild to those with significant impairments in intellectual and social/adaptive skills. |
| **Emotional and behavioral disabilities** (called *emotional disturbance* in IDEA 2004). | A broad range of students, including those who exhibit aggressive behavior and those who have more internalized emotional disorders (e.g., pervasive unhappiness or depression). |
| **Autism** (often referred to as *autism spectrum disorders*) | Characterized by a developmental disability that significantly affects verbal and nonverbal communication and social interaction. |
| **Multiple disabilities** | Includes students who have disabilities in more than one area (e.g., intellectual disability and blindness, or intellectual disability and orthopedic impairment) that often result in substantial impairments and significant educational needs. |
| **Developmental delay** | Characterized by delays in physical, cognitive, communication, emotional, or adaptive development. This category is used at the discretion of states and can be used for students ages 3 through 9. |
| **Hearing impairments and deafness** | Includes students who have hearing impairments (those who have some residual hearing that may be used to understand oral speech) and those who are deaf (those who lack such residual hearing). |
| **Orthopedic impairments** | Includes students who have physical limitations and may use a wheelchair. These students have a full range of intellectual abilities but may have difficulty demonstrating this ability without specialized supports. |
| **Visual impairments including blindness** | Includes students who are blind and students who have significant visual impairments. |
| **Traumatic brain injury** | Characterized by an acquired injury to the brain caused by an external physical force, resulting in a disability that adversely affects educational performance. This is the only category limited to students who acquire a disability after birth. |
| **Deaf-blindness** | This is the smallest disability category and includes only individuals with significant educational needs. |

with disabilities, and most students who are identified with multiple disabilities and deaf-blindness fall into this category. In addition, some students in several other categories (e.g., autism and intellectual disabilities) may be identified with significant disabilities.

About 8.3% of all students ages 3–21 in the United States are identified with disabilities (U.S. Department of Education, 2015). Special education services and supports are designed to meet the needs of these students. Several factors make instructional strategies used collaboratively by general and special educators effective, including the following (Archer & Hughes, 2011; Kauffman & Hallahan, 2005; McLeskey & Waldron, 2011a):

- **Intensity.** Special education instruction may involve adjusting the intensity of the instruction provided to students. More time for **direct instruction** and guided practice is a critical element of more intensive instruction. This may involve teaching students in a small group (e.g., two to five students) and using strategies such as class-wide **peer tutoring** or **co-teaching**.
- **Structure.** Students with disabilities are provided with learning conditions that are more organized, explicit, and predictable, and this instruction is supported by strategies such as scaffolding and feedback.
- **Collaboration.** For a successful educational experience, professionals from general and special education must combine their expertise to address the needs of students with disabilities.

- **Monitoring/Assessment.** Teachers monitor student progress in an academic area and adjust instructional methods based on this information. Teachers may thus use a variety of effective instructional approaches if students with disabilities have difficulty learning critical elements of the curriculum.

## Other Students Who May Need Support in the General Education Classroom

Many teachers, other school professionals, and researchers have noted that the effective practices used in inclusive classrooms are beneficial for many students who do not have disabilities but who struggle academically or socially (Correa & Miller, 2014; Gersten et al., 2007; Kozleski, Artiles, & Skrtic, 2014). Students who benefit from these practices may include students who live in high-poverty settings, students from diverse cultural and linguistic backgrounds, and students identified as gifted and talented.

### Students Living in Poverty

About one of every five students grows up in poverty and is at greater risk than other students for having academic or social difficulty in school (Eggen & Kauchak, 2016). But as you will recognize, many students who have risk factors in their backgrounds do quite well in school; for others, however, these factors may contribute to academic or social difficulties. At least five factors related to growing up in poverty influence student performance in school (Eggen & Kauchak, 2016):

1. Fulfillment of basic needs, including sufficient nutrition, stable housing, and medical care
2. Learning experiences in the home, including educational activities (e.g., visits to libraries); access to computers, books, and stimulating games; and educational experiences during the summer months when school is not in session
3. Family stability, including marital stability, and parent frustration related to economic struggle
4. Interaction patterns in the home, including the use of less elaborate language and the tendency to "tell" rather than to "explain"
5. Parental attitudes and values, including the value placed on getting a good education and reading in the home

Jules Selmes/Pearson Education, Ltd.

Many students with and without disabilities need supports to be successful in general education classrooms.

Students who live in high-poverty settings are placed in general education classrooms and are the responsibility of general education teachers. Effective practices that are designed to address the needs of all students in inclusive classrooms will often work with these students. For example, these practices may improve academic achievement levels and ensure that many of these students achieve at levels similar to those of classroom peers (Torgesen, 2009).

### Students from Diverse Cultural and Linguistic Backgrounds

Another major component of diversity in general education classrooms relates to students from **culturally and linguistically diverse** backgrounds. These students often come from backgrounds that are different from that of their teachers, who most often are European American. In 2014 (Forum on Child and Family Statistics, 2015), approximately 48% of all school-aged students in public schools in the United States were from non–European American backgrounds. This includes 24% of students who are of Hispanic or Latino origin and 14.0% who are African American. Further adding to the diversity in classrooms across the United States is the range of languages that are spoken. While Spanish is the most common among these languages, more than 245 languages are spoken in homes in the United States (Correa & Miller, 2014). The U.S. Census Bureau (Ryan, 2013) reported that in 2011 a language other than English was spoken in 21% of all homes.

It is important to note that being from culturally and linguistically diverse backgrounds does not necessarily put students at risk for low academic achievement, and many of these students do well in school (Correa & Miller, 2014). However, a disproportionate number of these students struggle in school, especially when other risk factors—such as poverty, limited access to early childhood education, lower parent education, and poor instructional resources—are present (Correa & Miller, 2014). Key considerations for teachers (Correa & Miller, 2014; Ross, Kamman, & Coady, 2011) in meeting the needs of individuals from diverse linguistic and cultural backgrounds include (1) understanding the students' cultural and linguistic backgrounds, (2) learning to adapt teaching based on this information to ensure positive student outcomes, (3) using culturally relevant pedagogy and providing supportive learning environments, and (4) using highly effective instructional practices such as explicit instruction and peer-assisted learning strategies.

### Students Who Are Gifted and Talented

Students who are identified as gifted or talented are those who learn academic content in one or more areas much more rapidly than most other students or who have high levels of performance ability in visual or performing arts, creativity, or leadership. In some states, students who are identified as gifted or talented must meet a cutoff for IQ and/or achievement (e.g., an IQ cutoff of 130 or higher) that is significantly higher than the average performance of their peers (Rosenberg, Westling, & McLeskey, 2011).

Gifted and talented is not a category of disability and thus is not addressed in IDEA 2004. Identification criteria and funding for programs for these students are typically addressed in state law. The level of support for gifted and talented programs varies widely across the United States. Many general education classrooms have students who achieve at a level that is much higher than that of most other peers in the class. Some of these students are assigned to separate classes (e.g., advanced mathematics) for part of the school day. Further, many schools have teachers who provide support for gifted and talented students in general education classrooms.

## 1.2 WHAT ARE KEY CONCEPTS THAT SUPPORT INCLUSIVE EDUCATION?

Two critical concepts that support inclusive education are normalization and the least restrictive environment.

## Normalization

The concept of **normalization** originated in Scandinavia and was initially used in relation to individuals with intellectual disabilities. This concept has since been applied to all people with disabilities. Bengt Nirje defined *normalization* as making available to all persons with disabilities "patterns of life and conditions of everyday living, which are as close as possible to the regular circumstances and ways of life of society" (quoted in Biklen, 1985, p. 6). This suggests that persons with disabilities should have the opportunity to live their lives as independently as possible, making their own life decisions regarding work, leisure, housing, and so forth. See Figure 1.1 for an example of this principle.

Normalization sharply contrasts with perspectives on people with disabilities that were previously held by many educators and that continue to be held by much of the general public. For example, people with intellectual disabilities were long held to be "eternal children" who needed to be pitied and protected and could not live independently or make their own life decisions. In contrast, the concept of normalization holds that people with disabilities should be valued and respected members of the school (or any other) community. Furthermore, they should be accorded the dignity of risk rather than protection and should make their own decisions about their lives while in school and as adults (i.e., they should be *self-determined*). It then follows that a goal of schooling for students with disabilities should be to provide them with the knowledge and skills needed to lead as typical a life as possible and to live as independently as possible, with a job, a place to live in the community, and leisure activities that result in a full, enjoyable, productive life. In short, persons with disabilities should be provided opportunities similar to those that are desired by everyone—to be treated with respect, to be independent, and to be given the opportunity to make their own decisions. Some have used the term *social role valorization* (Caruso & Osburn, 2011) to describe this perspective, as individuals with disabilities are in socially valued roles that provide opportunities for obtaining the good things in life related to home and family, friendships, education, a place to live, and so forth.

A local director of special education in Florida emphasized this perspective and the importance of providing an inclusive education when she stated, "Students with disabilities have been too isolated in separate classes, where they only see other students with disabilities. They don't learn to get along with other people in these settings. You don't have (a special education) Wal-Mart or Publix. Students with disabilities need to learn to get along in a community with everyone else."

The wide acceptance of the concept of normalization has led to increased expectations for life outcomes and increased value for the lives of people with disabilities. Coupled with these changes, disability rights advocates have demanded the use of more respectful language when discussing persons with disabilities, including the use of **people-first language**. (For more information regarding people-first language, see Figure 1.2.) Inclusive practices in schools are built on the assumption that the principle of normalization should be applied in school settings; that is, students with disabilities should have school experiences that are as typical as possible, and student differences should be accommodated in as

**FIGURE 1.1 An Example of the Principle of Normalization**

Biklen (1985) describes one of Bengt Nirje's favorite illustrations of the principle of normalization. While Nirje was president of the Swedish Association for Retarded Children, he asked a group of adults with intellectual disabilities what requests they would make to change national policies that affect their lives. These individuals did not ask to be given special privileges (e.g., preference for housing during housing shortages that all Swedes faced at the time). Presumably, they already received enough treatment that they viewed as "special." Rather, they said that they wanted to go on outings (e.g., shopping) in groups of two or three rather than in large groups. Further, they did not want to go to camps for persons with intellectual disabilities but rather wanted to vacation like everyone else, in vacation resorts in Europe. In short, persons with intellectual disabilities wanted to be treated like everyone else and have the same opportunities as others and did not want to be given special activities or privileges because of their disability. This is the crux of the principle of normalization.


Scott Cunningham/Pearson Education, Ltd

Inclusion is intended to provide students with disabilities a school experience that is as typical as possible.

typical a manner as possible. Put another way, an important aspect of inclusive education is making differences ordinary in all school activities (McLeskey & Waldron, 2000). Further, it is assumed that this type of school experience is more effective in preparing a person with a disability to live an independent, self-determined life as an adult.

**FIGURE 1.2 People-First Language**

People-first language emphasizes that persons with disabilities are just that: people who happen to have an intellectual, sensory, physical, or emotional disability. Language should be used that is respectful of people with disabilities. For example, language should not be used to express pity for persons with disabilities, nor should words that are used to describe people with disabilities be used in negative ways: for example, "He's a *retard*." Some terms have taken on such a negative connotation that they are no longer used to describe people with disabilities (e.g., *retarded* and *handicapped*, suggesting a person begging with "cap in hand"). A law passed by the U.S. Congress in 2010 that replaces the term *mental retardation* in federal laws with the term *intellectual disability* illustrates this. Language describing a disability should be used only when it is necessary to communicate clearly with others. It often isn't necessary to point out that a person has a disability. Suggestions for using respectful, people-first language include the following:

| PEOPLE-FIRST LANGUAGE | INAPPROPRIATE LANGUAGE |
|---|---|
| Disability | Handicap |
| Intellectual disability | Retarded or mental retardation |
| John has an intellectual disability. | John is retarded. |
| Nancy uses a wheelchair. | Nancy is wheelchair bound. (*Or*: Nancy is confined to a wheelchair.) |
| Dane has cerebral palsy. | Dane suffers from cerebral palsy. |
| Karson has Down syndrome. | She's Down's. |
| The boy with a learning disability | The learning disabled boy |