MARGO A. MASTROPIERI THOMAS E. SCRUGGS

THE INCLUSIVE CLASSROOM

Strategies for Effective Differentiated Instruction

SIXTH EDITION

Pearson

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STRATEGIES FOR EFFECTIVE DIFFERENTIATED INSTRUCTION

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Cover Designer: Carie Keller
Cover Photo: Erstin Bittner/Westend61/Offset.com
Full-Service Project Management: Norine Strang, Cenveo® Publisher Services
Composition: Cenveo® Publisher Services
Printer/Binder: LSC Communications
Cover Printer: Phoenix Color
Text Font: Garamond 3 LT Pro

Library of Congress Cataloging-in-Publication Data

Library of Congress Cataloging-in-Publication Data is available upon request.

1 17

Pearson

ISBN 10: 0-13-445060-4
ISBN 13: 978-0-13-445060-5

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THOMAS E. SCRUGGS, Ph.D., is University Professor Emeritus, College of Education and Human Development, George Mason University. He served as a classroom teacher for students with a variety of special needs, including gifted students, from preschool to secondary levels in Massachusetts and Arizona. Prior to working at George Mason, he served as Professor of Special Education at Purdue University, where he also had served as the director of the Purdue Achievement Center, and as a research/evaluation specialist at Utah State University. He earned his Ph.D. from Arizona State University. He has directed or codirected externally funded research projects in peer tutoring, test-taking skills, mnemonic strategy instruction, and inclusive science and social studies education at the elementary, middle school, and high school levels. From 1991 to 1997 he served as coeditor of *Learning Disabilities Research & Practice,* the journal of the Division for Learning Disabilities of the Council for Exceptional Children. From 1992 to 2011 he served as coeditor of the research annual *Advances in Learning and Behavioral Disabilities* (Emerald), and from 2009 to 2015 he served as coeditor of *Exceptional Children*. Among his publications (mostly in collaboration with Margo Mastropieri) are over 200 journal articles, 62 chapters in books, and 31 coauthored or coedited books. In 2010, he received the Scholarly Achievement Award from the College of Education and Human Development, George Mason University.

Both authors are the recipients of the 2006 Council for Exceptional Children Special Education Research Award and the 2011 Distinguished Research Award from the American Educational Research Association: Special Education Special Interest Group for their research efforts in working with and advocating on behalf of individuals with exceptionalities.

PREFACE

One of the major features that characterize our classrooms today is student diversity. Not only have classrooms become more diverse with respect to race, religion, language, and ethnicity, but also more students with disabilities than ever are being included in general education classrooms. Data reported by the U.S. Department of Education indicate that over three-fourths of students with disabilities are now being served largely within the general education classroom setting.

Unfortunately, today's teachers consistently report that they do not feel prepared to teach students with disabilities in their general education classrooms. Only about one-fourth believe that they possess the skills necessary for effective inclusive teaching. We have written this book in order to place before teachers a wide variety of effective, evidence-based practices that can be successfully applied in today's inclusive classrooms.

Text Philosophy

There are numerous high-quality textbooks on inclusive education available today. This in itself is a notable advance from just a few years ago and indicates an increasing awareness of the important role of inclusive education in today's schools. We wrote *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* to add our own perspective on inclusive education. We believe that teachers certainly should be provided with necessary information regarding legal issues and the characteristics of students with disabilities and other special needs. In addition, we describe and emphasize a wide variety of practical teaching and learning strategies that are directly relevant to the tasks and academic demands required of teachers in inclusive classrooms in today's schools.

However, we do not believe that "inclusion strategies" can be effectively implemented in the absence of overall effective teaching skills. That is, we believe that effective overall teaching and classroom management skills are necessary prerequisites for working with students with disabilities who attend inclusive classrooms. Therefore, we have described inclusion strategies within the overall framework of effective instruction and management of general education classrooms. The organization of this book reflects our perspective.

New to the Sixth Edition

For the sixth edition, we made a number of changes as a result of helpful suggestions from editors and reviewers that we believe have greatly improved the text.

- We have reorganized and combined the previous edition's chapter on motivation and affect with the chapter on classroom behavior and social skills to improve the overall coherence of the text.
- We have expanded our discussions of response to intervention (RTI) or multitiered systems of support (MTSS) and provided additional relevant examples.
- We have included additional information relevant to universal design for learning (UDL) and its applications to inclusive differentiated teaching.
- We have added additional discussion of differentiated instruction throughout the text.
- We have expanded our discussion of the Common Core State Standards (CCSS) and their relevance for inclusive education throughout the text.
- We have updated our coverage of technology applications in the *Apps for Education* feature.
- We have provided additional coverage and updated references in each chapter to reflect the latest research.

TEXT ORGANIZATION

PART 1: THE FUNDAMENTALS The first part of this book presents the fundamentals of inclusive teaching, including information on the history of special education, the legal and political background of legislation for individuals with disabilities, and relevant, practical information on the individualized education program (IEP) and the changes brought about by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) of 2015. Chapter 2 provides specific information on strategies for consultation and collaboration with students, parents, and other school personnel, including special education teachers, paraprofessionals, and other specialized school personnel. Chapters 3 and 4 provide information on the various characteristics of specific disability areas identified in IDEA (as well as attention deficit hyperactivity disorder), the federal special education law, and general adaptations that can be made for each of these disability areas. Chapter 5 describes other special needs areas not specifically covered under IDEA, including cultural diversity, students at risk, and students with special "gifts" and talents.

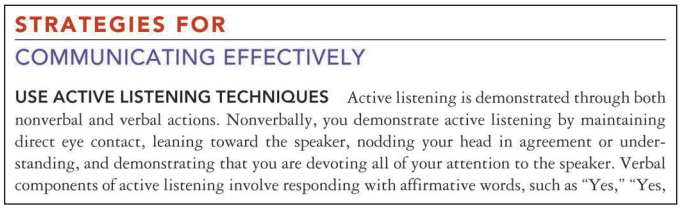
PART 2: DEVELOPING EFFECTIVE TEACHING SKILLS The second part of this book describes a range of strategies that can be applied across curriculum areas and grade levels to address special needs and particular problems. Chapter 6 describes effective strategies for the general education teacher that have been demonstrated to be very helpful in promoting learning in inclusive settings. This chapter covers the variables most closely associated with student achievement, including engaged time on task, teacher questioning and feedback, and the most effective uses of praise, with specific reference to students with special needs. Chapter 7 describes response to intervention (RTI) or multi-tiered systems of support (MTSS) procedures that are presently implemented in many schools throughout the country and are intended to be helpful for individuals with learning difficulties. Chapter 8 describes strategies for improving motivation and affect, as well as behavior management strategies, and also describes strategies for improving social skills. Chapter 9 provides strategies for the effective use of peers to help accommodate diversity in classroom learning and behavior, including peer assistance, peer tutoring, and cooperative learning. These strategies can be used to transform classrooms into effective collaborative learning environments.

Chapter 10 describes strategies for enhancing attention and memory for entire classrooms as well as for individual students with special needs. Chapter 11 discusses strategies for teaching study skills, including organizational strategies, highlighting and outlining skills, listening and note-taking skills, and research and reference skills. Finally, Chapter 12 describes assessment and how adaptations can be made to accommodate the special needs of individual students as well as the classroom in general. These chapters in Part 2 are intended to provide teachers with effective general strategies for maximizing the potential of all learners.

PART 3: TEACHING IN THE CONTENT AREAS The third part of this book describes targeted strategies that can promote learning in specific academic areas for a wide variety of students. Chapter 13 describes learning in basic literacy areas, including reading, writing, and spelling, and how special problems in learning in these areas can best be addressed. Chapter 14 presents effective strategies for promoting learning in mathematics, from early number concepts to algebra. Finally, Chapter 15 covers strategies for inclusive instruction of science and social studies and for facilitating transitions to a number of different settings, including postsecondary, vocational, and community environments.

Practical and effective teaching and learning strategies

In writing the sixth edition, as in previous editions, we wanted to emphasize the practical, research-based teaching and learning strategies essential in inclusive environments. For this reason, we focus on the basic tools educators need and directly relate this content to the academic and professional demands of teachers in inclusive settings.



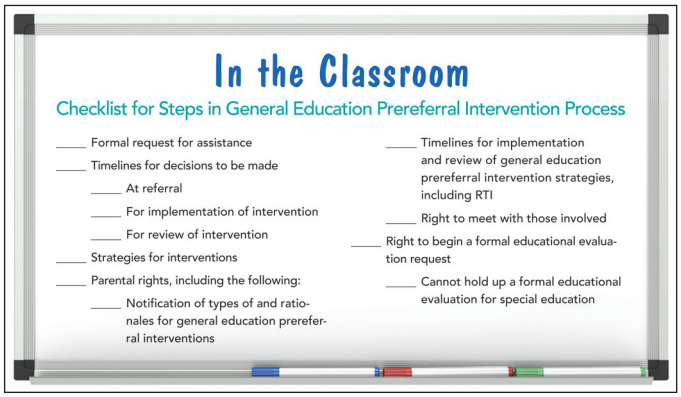
STRATEGIES FOR

COMMUNICATING EFFECTIVELY

USE ACTIVE LISTENING TECHNIQUES Active listening is demonstrated through both nonverbal and verbal actions. Nonverbally, you demonstrate active listening by maintaining direct eye contact, leaning toward the speaker, nodding your head in agreement or understanding, and demonstrating that you are devoting all of your attention to the speaker. Verbal components of active listening involve responding with affirmative words, such as "Yes," "Yes,

Strategies Featured in the Text

Chapters 2 through 15 contain strategies that teachers can use in their inclusive classrooms with all students. The strategy sections are designated with a special design treatment to make them easy to find for the reader.

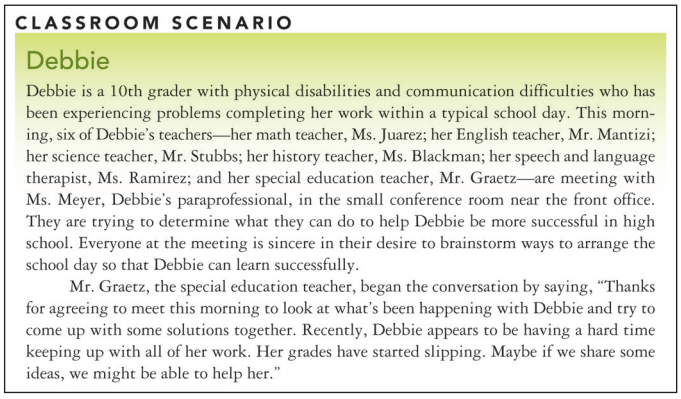


In the Classroom

Checklist for Steps in General Education Prereferral Intervention Process

- ____ Formal request for assistance
- ____ Timelines for decisions to be made
  - ____ At referral
  - ____ For implementation of intervention
  - ____ For review of intervention
- ____ Strategies for interventions
- ____ Parental rights, including the following:
  - ____ Notification of types of and rationales for general education prereferral interventions
  - ____ Timelines for implementation and review of general education prereferral intervention strategies, including RTI
  - ____ Right to meet with those involved
- ____ Right to begin a formal educational evaluation request
  - ____ Cannot hold up a formal educational evaluation for special education

In the Classroom features offer tips, strategies, and resources that address very specific need areas and may be used directly in classroom situations. These features include effective resource materials that can be practically applied in inclusive classrooms.



CLASSROOM SCENARIO

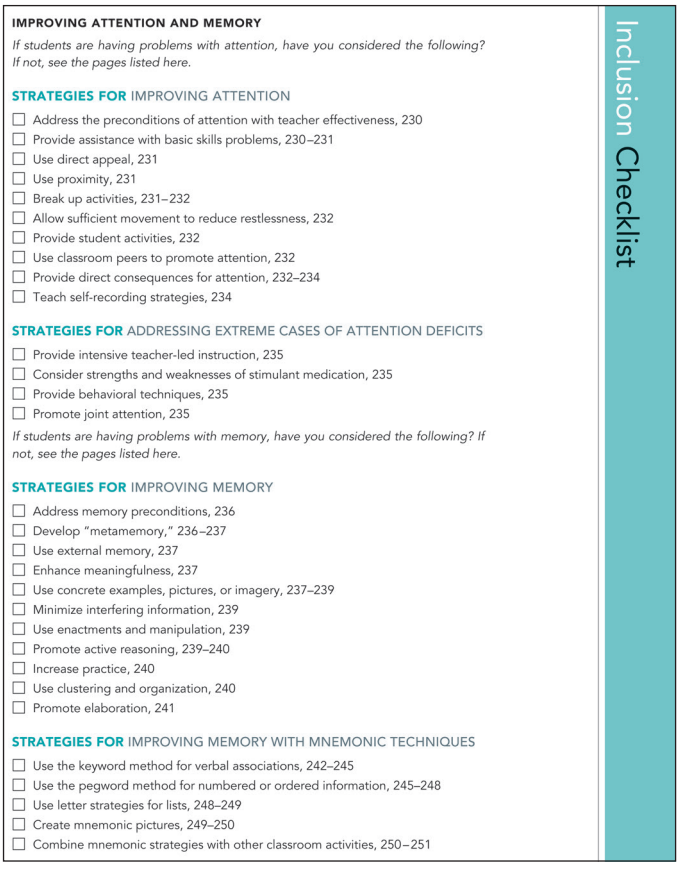
Debbie

Debbie is a 10th grader with physical disabilities and communication difficulties who has been experiencing problems completing her work within a typical school day. This morning, six of Debbie's teachers—her math teacher, Ms. Juarez; her English teacher, Mr. Mantizi; her science teacher, Mr. Stubbs; her history teacher, Ms. Blackman; her speech and language therapist, Ms. Ramirez; and her special education teacher, Mr. Graetz—are meeting with Ms. Meyer, Debbie's paraprofessional, in the small conference room near the front office. They are trying to determine what they can do to help Debbie be more successful in high school. Everyone at the meeting is sincere in their desire to brainstorm ways to arrange the school day so that Debbie can learn successfully.

Mr. Graetz, the special education teacher, began the conversation by saying, "Thanks for agreeing to meet this morning to look at what's been happening with Debbie and try to come up with some solutions together. Recently, Debbie appears to be having a hard time keeping up with all of her work. Her grades have started slipping. Maybe if we share some ideas, we might be able to help her."

Classroom Scenarios provide context for the specific teaching strategies featured in the text. These cases model how to identify students who would benefit from specific teaching strategies.

Inclusion Checklists at the end of each chapter summarize the strategies described in the chapter and are helpful for finding immediate references for specific strategies, pinpointing difficulties teachers might be having, or planning specific interventions. Teachers may wish to consider the suggestions contained in the appropriate checklists prior to referring students for special education services. For example, if a teacher is considering referring a student for special education based on observed problems with attention or memory, the teacher could first consult the Inclusion Checklist in Chapter 10 for a list of possible interventions in these areas.



Inclusion Checklist

IMPROVING ATTENTION AND MEMORY

If students are having problems with attention, have you considered the following? If not, see the pages listed here.

STRATEGIES FOR IMPROVING ATTENTION

- ☐ Address the preconditions of attention with teacher effectiveness, 230
- ☐ Provide assistance with basic skills problems, 230–231
- ☐ Use direct appeal, 231
- ☐ Use proximity, 231
- ☐ Break up activities, 231–232
- ☐ Allow sufficient movement to reduce restlessness, 232
- ☐ Provide student activities, 232
- ☐ Use classroom peers to promote attention, 232
- ☐ Provide direct consequences for attention, 232–234
- ☐ Teach self-recording strategies, 234

STRATEGIES FOR ADDRESSING EXTREME CASES OF ATTENTION DEFICITS

- ☐ Provide intensive teacher-led instruction, 235
- ☐ Consider strengths and weaknesses of stimulant medication, 235
- ☐ Provide behavioral techniques, 235
- ☐ Promote joint attention, 235

If students are having problems with memory, have you considered the following? If not, see the pages listed here.

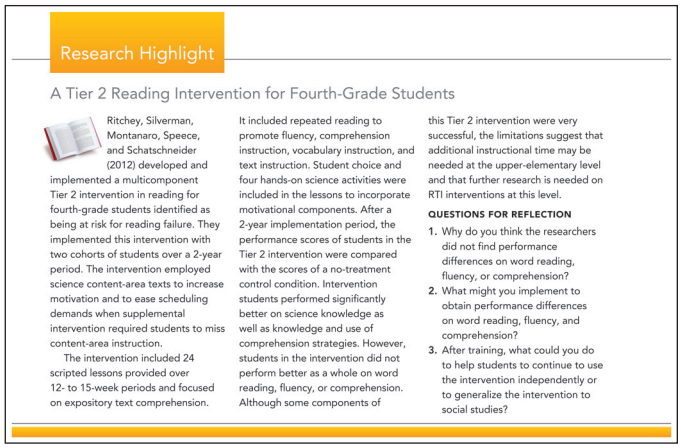
STRATEGIES FOR IMPROVING MEMORY

- ☐ Address memory preconditions, 236
- ☐ Develop "metamemory," 236–237
- ☐ Use external memory, 237
- ☐ Enhance meaningfulness, 237
- ☐ Use concrete examples, pictures, or imagery, 237–239
- ☐ Minimize interfering information, 239
- ☐ Use enactments and manipulation, 239
- ☐ Promote active reasoning, 239–240
- ☐ Increase practice, 240
- ☐ Use clustering and organization, 240
- ☐ Promote elaboration, 241

STRATEGIES FOR IMPROVING MEMORY WITH MNEMONIC TECHNIQUES

- ☐ Use the keyword method for verbal associations, 242–245
- ☐ Use the pegword method for numbered or ordered information, 245–248
- ☐ Use letter strategies for lists, 248–249
- ☐ Create mnemonic pictures, 249–250
- ☐ Combine mnemonic strategies with other classroom activities, 250–251

Research and resources that support practice and professionalism



Research Highlight

A Tier 2 Reading Intervention for Fourth-Grade Students

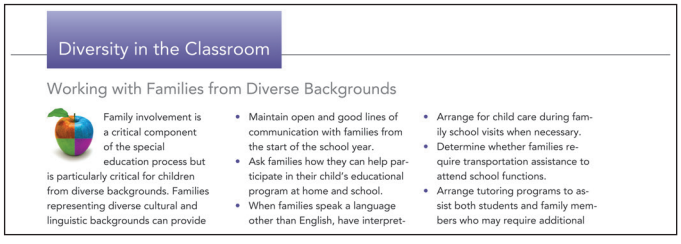
Ritchey, Silverman, Montanaro, Speece, and Schatschneider (2012) developed and implemented a multicomponent Tier 2 intervention in reading for fourth-grade students identified as being at risk for reading failure. They implemented this intervention with two cohorts of students over a 2-year period. The intervention employed science content-area texts to increase motivation and to ease scheduling demands when supplemental intervention required students to miss content-area instruction.

The intervention included 24 scripted lessons provided over 12- to 15-week periods and focused on expository text comprehension. It included repeated reading to promote fluency, comprehension instruction, vocabulary instruction, and text instruction. Student choice and four hands-on science activities were included in the lessons to incorporate motivational components. After a 2-year implementation period, the performance scores of students in the Tier 2 intervention were compared with the scores of a no-treatment control condition. Intervention students performed significantly better on science knowledge as well as knowledge and use of comprehension strategies. However, students in the intervention did not perform better as a whole on word reading, fluency, or comprehension. Although some components of this Tier 2 intervention were very successful, the limitations suggest that additional instructional time may be needed at the upper-elementary level and that further research is needed on RTI interventions at this level.

QUESTIONS FOR REFLECTION

1. Why do you think the researchers did not find performance differences on word reading, fluency, or comprehension?
2. What might you implement to obtain performance differences on word reading, fluency, and comprehension?
3. After training, what could you do to help students to continue to use the intervention independently or to generalize the intervention to social studies?

Research Highlights explain the research behind certain teaching strategies developed for use with students with special needs, provide resources for further information and explanation, and tie chapter content to the research with reflection questions. The descriptive nature of the Research Highlights allows readers to see the need to verify strategies teachers use. Each Research Highlight contains Questions for Reflection.



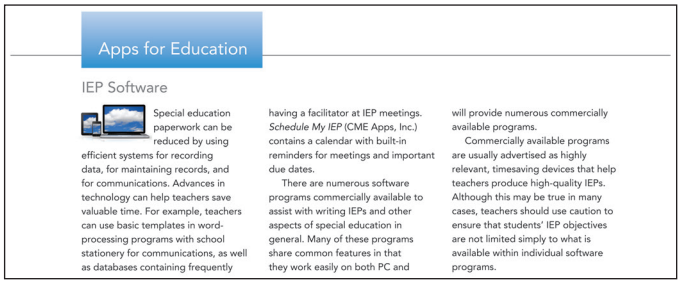
Diversity in the Classroom

Working with Families from Diverse Backgrounds

Family involvement is a critical component of the special education process but is particularly critical for children from diverse backgrounds. Families representing diverse cultural and linguistic backgrounds can provide

- Maintain open and good lines of communication with families from the start of the school year.
- Ask families how they can help participate in their child's educational program at home and school.
- When families speak a language other than English, have interpret-
- Arrange for child care during family school visits when necessary.
- Determine whether families require transportation assistance to attend school functions.
- Arrange tutoring programs to assist both students and family members who may require additional

Diversity in the Classroom addresses the fact that classrooms are more diverse not only in respect to students with disabilities but also with respect to race, gender, religion, language, and ethnicity.



Apps for Education

IEP Software

Special education paperwork can be reduced by using efficient systems for recording data, for maintaining records, and for communications. Advances in technology can help teachers save valuable time. For example, teachers can use basic templates in word-processing programs with school stationery for communications, as well as databases containing frequently having a facilitator at IEP meetings. *Schedule My IEP* (CME Apps, Inc.) contains a calendar with built-in reminders for meetings and important due dates.

There are numerous software programs commercially available to assist with writing IEPs and other aspects of special education in general. Many of these programs share common features in that they work easily on both PC and will provide numerous commercially available programs.

Commercially available programs are usually advertised as highly relevant, timesaving devices that help teachers produce high-quality IEPs. Although this may be true in many cases, teachers should use caution to ensure that students' IEP objectives are not limited simply to what is available within individual software programs.

Apps for Education features provide information on technological applications relevant to the content of the chapter. These features provide up-to-date information on new technologies and how they can be employed to improve the academic or social functioning of students with special needs.

Professional Standards (including CEC and INTASC) are listed at the end of each chapter where relevant.

Support materials for instructors

The following resources are available for instructors to download at www.pearsonhighered.com/educators. Instructors enter the author or title of this book, select this particular edition of the book, and then click on the "Resources" tab to log in and download textbook supplements.

Instructor's Resource Manual and Test Bank (ISBN 0-13-445038-8)

The Instructor's Resource Manual and Test Bank includes numerous recommendations for presenting and extending text content. It is organized by chapter and contains chapter objectives, chapter summaries, key terms, presentation outlines, discussion questions, application activities, suggested readings, and test items. The test bank contains more than 800 questions. These multiple-choice, short-answer, and essay questions can be used to assess students' recognition, recall, and synthesis of factual content and conceptual topics from each chapter.

PowerPoint® Slides (ISBN: 0-13-445047-7)

The PowerPoint® slides include key concept summarizations, diagrams, and other graphic aids to enhance learning. They are designed to help students understand, organize, and remember core concepts and theories.

TestGen (ISBN: 0-13-445039-6)

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen test bank file for the text. Assessments, including equations, graphs, and scientific notation, may be created for both print and online testing.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for use in creating a test, based on the associated textbook material.

The tests can be downloaded in the following formats:

TestGen Test Bank file—PC
TestGen Test Bank file—MAC
TestGen Test Bank—Blackboard 9 TIF
TestGen Test Bank—Blackboard CE/Vista (WebCT)
TIF Angel Test Bank (.zip)
D2L Test Bank (.zip)
Moodle Test Bank
Sakai Test Bank (.zip)

MyEducationLab

MyEducationLab is an online homework, tutorial, and assessment program designed to work with the text to engage learners and improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure their mastery of key learning outcomes. Designed to bring learners more directly into the world of inclusive classrooms and to help them see the real and powerful impact of the concepts covered in this book, the online resources in MyEducationLab with the Enhanced eText include the following:

- *Video Examples.* Each chapter has embedded videos that provide an illustration of an inclusive classroom principle or concept in action. These video examples most often show students and teachers working in classrooms. Sometimes they show students or teachers describing their thinking or experiences.
- *Self-Checks.* In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly but also provide rationales for both correct and incorrect answers.
- *Application Exercises.* These scaffolded analysis exercises challenge learners to use chapter content to reflect on teaching and learning in real classrooms. The questions in these exercises are usually constructed-response items. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

Acknowledgments

There are many individuals who contributed to the production of this book and to whom we are indebted. For the sixth edition, we would like to thank our editor, Kevin Davis; Development Editor, Bryce Bell; and Project Manager, Norine Strang for their continuous support for the project. We would also like to thank Ann Davis for her assistance with this edition, as well as with all the previous editions of this book. We feel the sixth edition of this text has been greatly improved by their imaginative and helpful ideas, suggestions, and support. We also thank the technical editors and production staff at Pearson.

The external reviewers also delivered much useful feedback and provided commentaries on earlier versions of this book that were thoughtful, thorough, and professionally delivered. Reviewers who provided valuable input for this edition include Morgan Chitiyo, Duquesne University; Yun-Ching Chung, Illinois State University; Beth Jones, Texas A&M University–Commerce; and Sararose Lynch, Westminster College. Most of all, we thank the numerous individuals with whom we have had contact throughout our lives who have taught us about individuals with disabilities and teaching. Also included in our thanks are the numerous special education professionals whose research and publications form the core of substance for this book, without whose contributions this book would not be possible. Finally, we would like to remember and thank our parents, Francis and Dorothy Mastropieri and Edward and Janet Scruggs, who provided us with a continual source of support and a love for learning and curiosity throughout our lives.

M. A. M.
T. E. S.

BRIEF CONTENTS

CONTENTS

PART 1 THE FUNDAMENTALS

Anna Williams/Offset/Shutterstock

1

Introduction to Inclusive Teaching

LEARNING OUTCOMES

After studying this chapter, you should be able to:

1.1 Understand and describe educational rights for individuals with disabilities.

1.2 Describe the concept of *least restrictive environment*, and explain where students with disabilities are served.

1.3 Summarize and describe the legal foundations, litigation, and legislation concerning students with disabilities, such as IDEA (Individuals with Disabilities Education Act), Section 504 (Vocational Rehabilitation Act), and ADA (Americans with Disabilities Act).

1.4 Describe the models of service delivery and the continuum of services available to students with special needs.

In 1975, Congress passed a law that would change the face of public education in the United States. The Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act, or IDEA) specified that all children—including those with disabilities formerly excluded from school—were entitled to a free, appropriate public education (FAPE). This law went far beyond any previous legislation in specifying that, to the greatest extent possible, this "special" education was to be provided in the least restrictive environment (LRE). In other words, students with disabilities were to be educated to the greatest extent possible in the general education classroom. This book is dedicated to describing the means by which this "least restrictive environment" can become a reality.

The passage of IDEA and its subsequent amendments has largely achieved its purpose. More than ever, students with disabilities now receive FAPE. Furthermore, this education is being provided more often in the general education classroom.

Before the passage of IDEA, students with disabilities were often denied access to public education (Yell, 2016). In some cases, they were placed in institutions. In other cases, the parents were forced to pay for private schools, often in inappropriate settings. Today, all students with disabilities are legally entitled to a free, appropriate education suited to their needs. The following scenarios compare a case from many years ago with a similar case from today. As a result of IDEA and related legislation, society has an increased understanding of individuals with disabilities and is much better able to accommodate individual differences in schools, in workplaces, and in social settings.

HISTORICAL SCENARIOS

Mr. and Mrs. Patterson

In 1960, Mr. and Mrs. Patterson had a brand-new baby girl, Hope. The initial excitement about the successful pregnancy and delivery was soon shrouded by a dark cloud. They were informed by the doctors that their precious infant was "retarded." Mrs. Patterson tells their story:

"We felt horrible when the physician informed us that our beautiful baby girl was retarded. I can still hear his words: 'You probably don't want to keep her. The state institution is the best place for infants like her. The staff at the institution will be able to take care of her better than you.' I immediately hated the doctor. How could he be saying this to me about my brand-new baby girl? I felt as if I was having a nightmare and that at any moment I would awake and find that everything was okay.

"At first we were so angry and couldn't help thinking thoughts like, *Why did this happen to us? We didn't do anything wrong; this is unfair!* We looked for someone to blame. We blamed the doctors and the staff at the hospital. It must be their fault—it couldn't be ours! Then, gradually, we both felt so guilty. We racked our brains for things that we might have done incorrectly during pregnancy. Did I fall? Was I exposed to any harmful substances? We didn't know whom to turn to for help. We felt overwhelmed and lost. The only individuals we knew we could speak with were the doctors and staff at the hospital, who had already expressed their opinions to us.

"We loved our baby and decided to keep her. She was very slow at developing. We were always searching for effective ways to help her. Everything was so hard. Each little thing we did seemed like an enormous journey. When Hope reached kindergarten age, she had passed some important developmental milestones. We knew she wasn't developmentally the same as other children her age, but we hoped that she might begin to catch up once she was in school.

"Unfortunately, however, within the first week of kindergarten, we were contacted by the school and asked to remove Hope from the school. We were told that she wasn't ready for school and that she took too much time away from the other children in the class. If we wanted Hope exposed to any educational program, the only solution available to us was to place Hope in the state institution's school.

"We were again devastated with this horrible decision. We felt as if we had no educational option. We went through the same grieving process as we did when Hope was born. We were angry and felt guilty for sending her away, but we sincerely believed we had no other options available to us. Although we made the best decision for us at the time, we still feel guilty."

Mr. and Mrs. Baxter

Now imagine a family in circumstances similar to those of the Pattersons over 55 years later. Mr. and Mrs. Baxter have a brand-new baby girl, Holly. The excitement turns to dismay when they are informed by the doctors that their precious infant is severely developmentally delayed. This time, however, the Baxters have additional legal guarantees in place that will provide a free and appropriate education for their child in the LRE beginning with early intervention services and continuing through supported employment options into adulthood. Some early intervention programs are available in their own community. Some of the program options are center-based, in which the intervention occurs at the school; some are home-based, in which the intervention takes place in the home; and others are a combination of center- and home-based programs. This means that Holly can participate daily in relevant educational programs in a variety of setting options.

Additionally, established networks of organizations provide support to parents and families of children with disabilities. Although the Baxters will still have some of the same painful experiences that the Pattersons had, at least the federal government has mandated services for families with children with severe special needs. Mrs. Baxter tells her story:

"We felt horrible when the physician informed us that our beautiful baby girl was developmentally delayed. Her words still ring in my ears: 'Your baby has a serious disability.' We barely heard the rest of her statement: 'We have a staff of early childhood specialists and nurses who will be in contact with you later today.' We couldn't believe our ears. The doctor must have us mixed up with someone else. There must be a horrible mistake. How could anything be wrong with our brand-new baby girl? I felt as if I was having a nightmare and that at any moment I would wake up and find that everything was okay."

The Baxters, like the Pattersons, went through the same questions of "Why us?" and "What happened?" and the associated feelings of denial, anger, guilt, and aloneness. Later on the same day, however, the Baxters felt the support from an early childhood specialist and a nurse. As Mrs. Baxter reported:

"They explained the types of intervention services that were available for our baby and for us. At first, everything seemed like a blur, but as reality sank in, we realized that we had hope for Holly again. Specialized services were available, she would receive assistance, and we would receive educational support. Although we still felt the anger and wanted to blame someone, we began to realize there were individuals and support services that would help us begin to adapt and provide appropriate services for our baby with special needs."

QUESTIONS FOR REFLECTION

1. Describe the various feelings experienced by the Pattersons. In what way were they similar to the feelings expressed by the Baxters? How do you think you would feel as a parent facing these issues?
2. Which of the Baxters' program options do you think you would have chosen? Why?

What Are the Educational Rights for Individuals with Disabilities?

Before the passage of federal legislation mandating services for students with disabilities, these individuals were routinely and legally excluded from school. Johnson (1986, pp. 1–2) documented several instances from years past across the United States, including the following examples:

- In Massachusetts in 1893, a child with disabilities was excluded by a school committee because "he was so weak in mind as to not derive any marked benefit from instruction and further, that he is troublesome to other children . . ." (*Watson v. City of Cambridge*, 1893).
- In Wisconsin in 1919, a 13-year-old with normal intelligence but physical disabilities was excluded for the following reasons:

  His physical condition and ailment produces a depressing and nauseating effect upon the teachers and school children; . . . he takes up an undue proportion of the teacher's time and attention, distracts attention of other pupils, and interferes generally with discipline and progress of the school. (*Beattie v. Board of Education of City of Antigo*, 1919).
- In 1963, Nevada excluded any student whose "physical or mental conditions or attitude is such as to prevent or render inadvisable his attendance at school or his application to study" (Nevada Revised Statutes, 1963).
- In 1971, Alaska excluded students with "bodily or mental conditions rendering attendance inadvisable" from school (Alaska Statutes, 1971).
- Virginia law in 1973 allowed school exclusion for "children physically or mentally incapacitated for school work" (Code of Virginia, 1973).

Today, these laws are no longer applicable. According to federal law, all students, regardless of disability, are entitled to a free and appropriate public education, including access to the general education curriculum. Since 1975, public education has truly become "education for all."

Along with increased rights of individuals with disabilities from legislation such as IDEA come increased responsibilities for teachers. General education teachers today have more students with disabilities in their classrooms than ever. In fact, only a small proportion of students with disabilities currently receives more than 60% of their education outside the general education classroom (see Table 1.1). Today, therefore, teachers must be especially aware of their responsibilities in providing appropriate instruction for students with disabilities.

Although more responsibilities are placed on the general education teacher, they should not be considered a burden. On the contrary, classroom diversity—whether in the form of gender, race, ethnicity, or ability—is something to be valued in its own right. Diversity provides a more exciting, dynamic classroom and the opportunity for students to learn that all people are not the same. Diversity provides opportunities for students to understand, respect, and value others for their differences. Finally, diversity provides the opportunity for you to use all of your imagination, skills, and resources to be the best teacher you can be. In the end, effective inclusive teaching is about being the most effective teacher possible and supporting all students to learn in the LRE.

TABLE 1.1 Percentage of Students Ages 6 Through 21 with Disabilities Receiving Services in Different Educational Environments

	Served Inside the Regular Class			
Disabilities	**80% or more of the Day (%)**	**40% to 79% of the Day (%)**	**Less than 40% of the Day (%)**	**Separate Environments (e.g., Residential, Separate Facilities, Correctional, Home-Bound/ Hospital Environments) (%)**
Specific learning disabilities	68.2	24.1	6.0	1.8
Speech or language impairments	87.1	5.5	4.3	3.2
Intellectual disabilities	16.7	26.6	49.1	7.6
Emotional disturbance	45.2	17.7	19.7	17.4
Multiple disabilities	13.4	16.3	46.2	24.1
Hearing impairments	59.4	16.0	12.2	12.4
Orthopedic impairments	55.2	16.0	21.4	7.4
Other health impairments	64.7	21.8	9.5	4.0
Visual impairments	65.2	12.9	10.7	11.3
Autism	39.7	18.2	33.3	8.8
Deaf-blindness	23.6	12.0	34.9	29.5
Traumatic brain injury	49.6	22.1	20.1	8.2
Developmental delay	63.0	19.3	16.1	1.5
All disabilities	**62.1**	**19.2**	**13.7**	**5.0**

Source: Thirty-Seventh Annual Report to Congress on the Implementation of Individuals with Disabilities Act (Section I, p. 48), 2015, Washington, DC: U.S. Department of Education.

MyEdLab: **Self-Check 1.1**

MyEdLab: **Application Exercise 1.1: Educational Rights: Education for All**

The Least Restrictive Environment

WHERE ARE STUDENTS WITH DISABILITIES SERVED?

Critical to IDEA legislation is the concept of *least restrictive environment* (LRE; Rozalski, Miller, & Stewart, 2011). This phrase means that students with disabilities must be educated in the setting least removed from the general education classroom. To the greatest extent possible, students with disabilities are not to be restricted to education in special schools or special classrooms but rather should have access to the same settings to which students without disabilities have access. When students with disabilities are educated, to any extent, in a different setting, there must be a compelling reason that this setting is in the student's best interest.

MAINSTREAMING AND INCLUSION

Mainstreaming was the first movement devoted to the placement of students with disabilities within the general education classroom. Advocates of **mainstreaming** three or four decades ago did not necessarily want to see students with disabilities placed in special classes for the entire school day, but they argued that more exposure to the general classroom would be in everyone's best interest (e.g., Blankenship, 1981). Often, mainstreaming was thought to be something individual special education students could "earn" by demonstrating that their skills were adequate to function independently in general education settings. Since then, the term **inclusion** has been used to describe the education of students with disabilities in general

education settings. Although many definitions have been used to describe *inclusion*, the term is generally taken to mean that students with disabilities are served primarily in the general education classroom, under the responsibility of the general classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as a resource room. Additional support can also be provided within the general education classroom by paraprofessionals or special education teachers. Although this is a similar concept to mainstreaming, a critical difference of inclusion is the view of the general classroom as the primary placement for the student with disabilities, with other special services regarded as ancillary (Lipsky & Gartner, 1997).

In addition to mainstreaming and inclusion, the term *full inclusion* is also used, referring to the practice of serving students with disabilities and other special needs entirely within the general classroom. In full-inclusion settings, all students with disabilities are served for the entire day in the general classroom, although special education teachers and other personnel may also be present in the general classroom at times (Kauffman, Nelson, Simpson, & Mock, 2011; Zigmond, 2015).

WHO IS SERVED UNDER IDEA?

IDEA is intended to provide necessary support services to students with disabilities. To accomplish this goal, students with disabilities are categorized in particular disability groups. It is important to remember, however, that all students served by IDEA are first human beings and individuals, capable of achievement, accomplishment, friendship, affection, and all other attributes of any other individual. Disability status may not be a permanent characteristic of all individuals; in fact, most people can expect to be considered "disabled" at one time or another in their lives. This in no way detracts from their fundamental worth as human beings. In fact, it is this principle of individual worth that has inspired much of today's special education legislation.

In short, although students served under IDEA have been given a disability "label," it is important to consider the individual first, and then consider the label as a secondary factor, along with other characteristics that help identify the unique aspects of the individual. For this reason, it has been recommended that "person-first" language be adopted (Russell, 2008). For example, we speak of "students with hearing impairments," rather than "hearing-impaired students." It is also important to remember that we use these descriptions only when it is directly relevant to a situation. When it is not relevant to list hearing impairment as a characteristic, for example, we speak simply of "Amy," or "Richard," or "Ana." For example, Margo, as a high school student, was best friends with Carol, a student 1 year older. They played on the basketball team together and spent much of their after-school time together. After several years of close friendship, Margo expressed surprise that Carol had not gotten her driver's license, even a year after her 16th birthday. Further, Carol went to a separate setting to take the SAT. When she asked Carol about these things, Carol revealed that she was legally blind. Margo was astonished to hear this—and this situation demonstrated clearly to her that many characteristics of individuals, such as warmth, caring, sincerity, and understanding, can be much more important than disability status. It also demonstrated that important relationships can be developed and maintained that have little or nothing to do with disability status.

GENERAL CHARACTERISTICS

Students served by IDEA are distributed among 13 disability categories. Following is a brief description of each category (see IDEA, 2004; Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities; Final Rule, No, 156, Vol. 71, C.F.R. Parts 300 and 301, 2006). Individual states may use different terminology.

- *Autism.* Autism is a developmental disability generally manifested within the first 3 years of life. Major characteristics can include impairments in communication and reciprocal social interaction, resistance to change, engagement in repetitive activities, and unusual responses to sensory stimuli.
- *Deaf-blindness.* Individuals in this category have moderate to severe impairments in both vision and hearing, causing such severe communication and educational needs that programming solely for children with deafness or children with blindness is not appropriate.
- *Deafness.* Individuals with deafness have hearing impairments so severe that processing linguistic information through hearing is severely limited, with or without amplification, and educational performance is negatively impacted.

- *Emotional disturbance (or serious emotional disturbance).* This category includes individuals with a condition in one or more of the following areas over an extended period of time: (a) inability to learn, not due to intellectual, sensory, or health problems; (b) inability to build and maintain social relationships with peers and teachers; (c) inappropriate behavior and affect; (d) general pervasive depression or unhappiness; (e) tendency to develop fears or physical symptoms associated with school and personal problems; and (f) schizophrenia (a disorder in perception of reality). According to the federal definition, emotional disturbance is not intended to apply to socially maladjusted children unless they are also characterized as having serious emotional disturbance.
- *Hearing impairments.* Hearing impairments, with or without amplification, affect educational performance and developmental progress. The impairment may be permanent or fluctuating, mild to profound, unilateral or bilateral, but this category includes impairments not included under the definition of deafness.
- *Intellectual disabilities.* Intellectual disabilities (referred to as *mental retardation* in IDEA) describes significantly below-average intellectual functioning, as well as concurrent deficits in "adaptive behavior" (age-appropriate personal independence and social responsibility). It is manifested between birth and age 18 and negatively affects educational performance.
- *Multiple disabilities.* This category includes any individuals with two or more disabling conditions. However, this category often includes intellectual disability as one of the categories and is usually used when disorders are serious and interrelated to such an extent that it is difficult to identify the primary area of disability. It does not include deaf-blindness.
- *Orthopedic impairments.* Orthopedic impairments are associated with physical conditions that seriously impair mobility or motor activity. This category includes individuals with cerebral palsy, individuals with diseases of the skeleton or muscles (such as poliomyelitis), and accident victims.
- *Other health impairments.* This category includes chronic or acute health-related difficulties that adversely affect educational performance and are manifested by limited strength, vitality, or alertness. It can include such health problems as heart conditions, sickle-cell anemia, lead poisoning, diabetes, and epilepsy. It can also include attention deficit hyperactivity disorder (ADHD).
- *Specific learning disabilities.* This category refers to a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language, which can result in difficulties in reading, writing, listening, speaking, thinking, spelling, or mathematics. The term *learning disabilities* does not apply to children with learning problems that are primarily the result of visual, hearing, or physical disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic disadvantage.
- *Speech or language impairments.* This category includes disorders of articulation, fluency, voice, or language that adversely affect educational performance.
- *Traumatic brain injury.* Traumatic brain injury is an acquired injury to the brain due to external force resulting in a total or partial disability, psychosocial impairment, or both, which negatively affects educational performance (does not apply to congenital or degenerative injuries or to brain injuries acquired during birth).
- *Visual impairments, including blindness.* A visual impairment is a loss of vision that, even when corrected, affects educational performance. It may be mild to moderate to severe in nature. Students who are blind are unable to read print and usually learn to read and write using braille. Students with low vision can usually read when the print is enlarged sufficiently.

In addition, children aged 3 to 9 can be classified as experiencing developmental delay if they have developmental delays in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive development. Such children may need special education and related services.

OTHER INSTANCES OF CLASSROOM DIVERSITY

IDEA mandates services for most of the recognized disability areas. However, there are other sources of classroom diversity, not associated with disabilities, that you need to consider when planning and implementing classroom instruction. These areas include the following:

- *Culturally and linguistically diverse groups.* These students are culturally or linguistically different from the majority U.S. culture or different from the teacher. Teachers should plan and implement instruction that is considerate of and sensitive to students' linguistic or cultural differences (Gollnick & Chinn, 2013).
- *At-risk students.* Students characterized as "at risk" exhibit characteristics, live in an environment, or have experiences that make them more likely to fail in school, drop out, or experience a lack of success in future life. These factors are many and varied, but they include "slow learners" not served by IDEA categories and individuals who have sociocultural disadvantages, are at risk for suicide, or come from dysfunctional home environments (e.g., marred by drug or alcohol abuse, domestic violence, or child abuse). Such learners may require any of a variety of adaptations to help them succeed in school and later life (Frieman, 2001).
- *Gifted and talented.* These students exhibit skills or abilities substantially above those of their age in areas such as academic achievement in one or more subject areas, visual or performing arts, or athletics. If the abilities of such students greatly exceed classroom standards or curriculum, special adaptations or accommodations may be appropriate. Although many states have passed laws providing for the identification and education of gifted and talented students, in many cases, funding for gifted programs is not provided (Davis & Rimm, 2011).

MyEdLab: **Self-Check 1.2**

MyEdLab: **Application Exercise 1.2: Least Restrictive Environment**

Legal Foundations

In the years following World War II, political change, litigation, and resulting legislation began to emerge that increased the inclusion of all groups of people in U.S. society. Most significant was the civil rights movement, which primarily addressed the rights of African Americans in U.S. society. This movement influenced the ideas on which much litigation and legislation involving individuals with disabilities are based. In the *Brown v. Board of Education* (1954) decision, the Supreme Court ruled that it was unlawful to discriminate against any group of people. With respect to schoolchildren, the Court ruled that the concept of "separate-but-equal" educational facilities for children of different races was inherently unequal. The justification for this ruling was found in the 14th Amendment to the U.S. Constitution, which states that individuals cannot be deprived of life, liberty, or property without due process of law.

LEGAL PROCEEDINGS AND LEGISLATION

People with disabilities also began to be identified as a group whose rights had been denied. In the years following *Brown v. Board of Education*, court cases were decided that underlined the rights of individuals with disabilities to a free, appropriate education. Other cases supported nondiscriminatory special education placement of individuals from minority groups in the United States. Some of the important court cases relating to individuals with disabilities demonstrate a progression of increasing rights for individuals with disabilities (see also Murdick, Gartin, & Crabtree, 2014; Wright & Wright, 2007; Yell, 2016):

- *1954: Brown v. Board of Education* (Kansas). The Supreme Court determined that "separate-but-equal" education is illegal.
- *1970: Diana v. State Board of Education* (California). The court ruled that children cannot be placed in special education based on culturally biased tests.