Inclusion: Restructuring Schools to Meet the Needs of All Students

An Honors Project

by

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As I enter the education field, I may find myself teaching in an inclusive school where students with and without disabilities are in the same classroom. I have researched what inclusion involves and what are some issues and views being discussed by professionals and the general public. This is a discussion of issues that are involved in defining and implementing an inclusion program. In addition to writing about what I have found, I have collected resources that will be useful in the classroom and organized them into the following files: Laws, Strategies, Parents, Activities, IEPs and Evaluations, and Additional Resources. Appended to my writing is a sample of items included in the resource file.
Molly is a student with hearing impairments. As a third grader she was a member of a class of children her own age with a full range of ability levels. Some special accommodations were made for Molly to succeed in this community of learners, including having a full time transliterator in the classroom with her. To help her overcome insecurities and communicate with classmates, her mother offered after-school classes in sign language to any third and fourth graders who were interested. Soon many of the non-disabled students were signing to each other in class. She made new friends and her classmates found ways to communicate with her. At the end of the school year her teacher wrote, "The past school year was a year of growth for me. What seemed like a mountain a year ago is now more like a plain with an occasional hill to climb. The extra planning for Molly was usually beneficial to students" (Fann, 1995, p.81).

Diane Ferguson (1995) writes of her family's fight for their son Ian to be included in the regular public school. Ian was an autistic child with severe disabilities. He was forced to go to a special school, but his parents, desiring him to experience being part of regular community in which he would spend the rest of his life, fought for Ian to attend the same school his siblings did. Once he was there, he was placed in a self-contained classroom. His parents were persistent in furthering his inclusion. Eventually a teacher invited Ian to join the students from a general education classroom in free time and later in music, lunch, and recess. Students learned to find way
to include Ian in their games and activities. In high school, although still in a self-contained classroom, he experienced being a member of the drama class with regular education students. The fact that Ian was nominated by his classmates for awards of showing the most improvement and for the student who showed promise as an actor show how much the other students saw him as a member of the class, even though he didn't win the awards.

What is Inclusion?

It was not long ago that students like Molly and Ian would not have had the opportunity to attend a public school with non-disabled students. Children with disabilities were excluded from regular classrooms and sent to dehumanizing state institutions or schools with children with similar disabilities. According to Secretary of the U.S. Department of Education Richard W. Riley (1995), prior to 1975 more than one million children with disabilities were excluded entirely from public education. As Ferguson (1995) states,

For those moderately and severely disabled students who had previously been excluded from schooling on the grounds that they were too disabled to benefit, the application of a civil rights framework gave them the same status as any minority group that was widely disenfranchised and discriminate against. The essential message of integration was to remediate social discrimination (not so much learning deficits) by ending stigmatizing and discriminatory exclusion. (p. 282)

In 1975, P.L. 94-142 was passed to insure students with disabilities the right to a "free and appropriate education." It
was later reauthorized as IDEA (Individuals with Disabilities Education Act). It sets standards for children with special needs to be placed in the "least restrictive environment" to be educated. IDEA as well as other laws that have also been passed, also sets standards for communication between a student's home and his or her school, Individualized Education Plan (IEP), and at least an annual assessment of a student's IEP and his/her progress toward the IEP.

Inclusion means educating children with and without special needs in the same classroom. Students who were once excluded from the regular education community because of a disability or handicap are now "included."

Many people use the term inclusion to mean different things in the education field. Some may call their program inclusive if they have students who are in a regular classroom for most of the day and are pulled out of the regular class for special resources and supplemental instruction. This however, is more along the lines of mainstreaming. In mainstreaming, a student must keep up with the rest of the class. In an inclusion program, a student is in the age appropriate class not for the goal of keeping up academically, but because it is beneficial for the student to be with the other students. Inclusion, in attempts to provide the least restrictive environment for students, assumes that students belong in a heterogenous, general classroom. Special support services are brought into the regular classroom to help students succeed there.
Inclusion: This term is used to refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students) (Joy Rogers, as cited in Toward Inclusive Classrooms).

An inclusive school would have no special education classes that you could see. The special education teacher would have no classroom exclusively his or her own. Special and general education teachers team together to teach students with and without special needs. Students are not grouped with students who have similar abilities, but are grouped heterogeneously.

According to Rogers (1993), inclusion has been most successful where peer tutoring and cooperative learning is already taking place and where the school provides challenging learning experiences for students with diverse learning styles. Each student is seen as a valuable participant of class activities.

It is often debated if a school must place students in a regular classroom all day, everyday to be inclusive. The law requires that each school provide a continuum of placement alternatives. Those include:

- Regular classroom with monitoring
- Regular classroom with extra assistance
- Regular classroom with adaptations/modifications
- Special classroom part of the day
- Special classroom all day
- Special school
- Home school (Section 504, as cited by Sherman, 1996)

It is up to the team of people making decisions about the individual students educational program to decide which placement
is most appropriate.

Goals of Inclusion

There are two general goals of inclusion. One is for individuals to develop their skills and abilities and learn in the most efficient setting. The other, perhaps the more important one, is a social goal for students with and without disabilities to experience belonging to a diverse classroom community, to help them find their place in society and to learn to function in a community of people who are different than themselves.

Humans have a need for a sense of belonging. We all want to "fit in." Advocates of inclusion envision schools teaching all children to belong to a community where all are valued as members. According to Ferguson (1995) and her colleagues, inclusion has been falling short of this goal in that students that are mainstreamed or included are often "in the class, but not of the class." They observed that students are set apart and easily recognized as different not necessarily because of their disability but because of what they were doing. Students with special needs are often seen in school with an adult doing different activities from typical students. Teachers often refer to students as "my inclusion student."

One of the great advantages of inclusion is that special
resources that are brought into the classroom for a child with special needs can be shared with all students, students who may benefit from those resources but do not qualify to receive them. As Shulman and Doughty (1995) state similar ideas about noninclusive programs.

The resulting instructional exclusion of non-handicapped students in unfortunate, for, while some instruction in the resource room may be unique to the needs of particular students with disabilities, many students who have been identified as having mild impairments require instruction that differs little from that needed by students who are not able to meet federal and state standards for educational disabilities. (p. 293)

A special education teacher does not need to interact only with the "included student," but as a co-teacher with the general education teacher, can interact with all the students.

Many teachers who have experienced inclusion, like Molly's teacher, say that the adaptations they made to accommodated the student with special needs benefitted the whole class. Dr. Chris Kliwer explains that "Inclusion involves all kinds of practices that are ultimately practices of good teaching. What good teachers do is to think thoughtfully about children and develop ways to reach all children" (Cited by Eilers [Online], 1996).

There are other benefits for the non-disabled child when he or she in an inclusive classroom. Many of the non-disabled children will one day have a disability or care for someone with a disability. They can look to their classmates as role models of people coping with disabilities. They gain a greater understanding of the range of human experiences and their lives can be enriched with the opportunity to have friends with
disabilities who enjoy full lives (Rogers, 1993). Students learn to work with people different from themselves, just as adults are required to do in the real world.

Arguments Against Inclusion

The biggest obstacle to inclusion is a fear of that with which we are unfamiliar and a fear of change. Teachers are afraid of new responsibilities for which they may not be trained. Teachers are afraid of losing their jobs. Administrators are afraid of losing funding for special education programs if special education children are not placed in special education classes. Parents of children with out disabilities are afraid their children will not receive the individualized attention they had before. Parents of both disabled and non disabled students are afraid their children will not receive the educational program that has been beneficial in the past.

Many parents worry about their students with special needs being teased by other students in an inclusive classroom. Aaron Eilers (1996) found research that showed there was little or no problem with teasing in an inclusive settings. All children are teased at some point in school. Teachers and students must deal with problems that arise and show that teasing is not acceptable behavior.

Inclusion can become political when we begin looking at funding. If a school does not have the program a child needs, they must pay for the student to attend a nearby school that does
meet the students needs. A school may be tempted to place the student in a regular classroom and call it inclusion so that they don't have this expensive fee of sending the student to another school.

Many of the teachers I have talked to can see the positive side of inclusion if it were carried out the way it was intended. However, the resources that are suppose to be brought in for the child with special needs and shared with all students, are often missing. What school can afford to hire a special education teacher and a general classroom teacher in every area? Many teachers are concerned about their time commitments and extra work it takes to provide for students with special needs. One teacher said to me, "Whose teaching my class if I'm changing a catheter or putting someone on a bed pan?"

Team Teaching

Teachers working in teams is becoming quite popular. It is vital for special education and regular education teachers to team teach to make inclusion work. It can be a difficult transition to team teach if a teacher hasn't been trained to or tried to before. Katherine Bulle (NEA Today, April 1997) is a special education teacher who went into the regular education classroom to introduce team teaching. She says it was frustrating at first because she felt she did little more than sit on the sidelines. Finally, she worked with one teacher for three consecutive years, and they made it work. They planned
together, graded projects together, and by the end of three years she says "it was as if we thought alike" (p.5).

The students benefit from having the regular education and special education teacher in the classroom by not having to be pulled out of the class of their peers and thus pointed out as special education. It also benefits all students to have the extra resources another teacher brings. Teaming benefits the teachers by having another teacher who knows the students, is concerned with their progress, and someone to generate ideas with on how to assess and accommodate students' needs.

Warger and Pugach (1996) describe a four phase model for collaborating. The first phase in called Orientation, where the general and special education teachers establish rapport and expectations. During this time the special education teacher attempts to understand the learning styles of all the children in the class. The general education teacher learns about the special education teacher's skills and how to make best use of them. The next phase is Problem Identification where the teachers identify the learning expectations for the students and any potential difficulties students may encounter. Phase three is Intervention when the teachers brainstorm way to enhance the curriculum and identify strategies they can use. In phase four, the Closure, teachers evaluate student learning and identify ways to plan a better lesson next time.
Planning and Transitioning

Thousand and Villa (1995) describe Vermont's history of obtaining a successful inclusion program. When legislature first appropriated funds for special education, Vermont did not set up categorical and separate programs as most states did. Theirs has been a more gradual evolution into inclusion.

Vermont educators and policy makers extracted five ingredients critical to the successful transition and maintenance of students in local educational settings: 1) administrative support, 2) the development of commitment on the part of instructional staff, 3) a means for getting specialized expertise into the classroom, 4) a process for collaboratively planning and teaming, and 5) a systematic transition-planning process. (p. 289)

According to Roach (1995), in order for a school system to be successful in restructuring into inclusion, it must be presented as a school wide restructuring, not just a restructuring of special education. As a school reorganizes to best meet the needs of its students, the administration will need to point out that as the general education students grow more diverse in their abilities, inclusion is good for all students, not just those with disabilities.

Roach (1995) also states that it is critical for school to create dialog with administration, teachers, and parents of both students with and without disabilities to ask questions, address concerns, and share visions for inclusion.

Budgeting is another issue to be addressed in the planning stages. Districts must make sure that funds that supported special education before are carried back to the classroom. School may find that inclusion saves money in some ways such as
transportation and tuition for students that had previously been sent to other schools. On the other hand, there are costs in additional staff for inclusion.

In my student teaching experience, I have heard many veteran teachers start a sentence with "When I first started teaching..." Students have changed in their behavior, the way they learn, and what they learn. Teachers are continually adapting their teaching strategies to accommodate their students, but switching to an inclusion program calls for a major change in teaching methods. Logan and Hawk (1994) claim that whole group instruction was the first technique to go in their school. One teacher in their school tried her lecture, study question, class discussion technique in the new inclusion setting without success. She then developed packets and thematic units that students could move through at their own pace.

In order to bring about such changes in school structure and teaching methods, there needs to be ample staff development. At Logan and Hawk's (1994) school, staff development involves a coordinator, a two day conference, and on site workshops. The staff receives credit for attending workshops and conferences. After earning 40 hours of credit, they receive a $300 stipend. They also receive a stipend for presenting at a workshop.

Logan and Hawk (1994) advise that an inclusion program start with volunteers who are ready for the challenge. Let teachers choose with whom they will work. When two teachers do not work well together, they should be helped in terminating the
partnership and pairing up with someone else the next year. Also, don't get hung up on detail. "Structure comes after the experience" (p. 64). Experiment and see what works before setting the program in stone. It is also vital that teachers have time scheduled to plan together and collaborate. Finally, spread the word. Share ideas and stories. It allows the teachers to feel professional ownership of the program and it encourages others to try it.

Conclusion

I believe in all of the ideology of inclusion. A student should not be isolated or denied an equal opportunity because of a handicap. It makes sense to have students of mixed abilities work together in the classroom so that all students will learn to be an active part in their communities, appreciating their diversity. The students with disabilities and those without can learn a lot from each other. Inclusion can sound great, but even after researching the topic I still have mixed feelings.

In my student teaching experience, I found balancing my time in class one of the biggest tasks. There were many times when I wanted to give students individual attention, but I ran out of time for everyone. Whole class activities seem the most efficient way to teach as many students as possible a concept. However, at times I could see a few students not be able to keep up and eventually give up. As stated earlier, whole class activities will have to be done away with as the standard method
of instruction. Students with diverse abilities will have to be allowed to move at their own pace. This causes the problem of making sure they are moving at a good pace for themselves and finding time to help every individual. I think teachers have a legitimate concern when a child with behavioral problems such as ADD and ADHD and other disabilities that demand much of their attention are included into a regular classroom. How are they suppose to divide up their attention?

Another concern I see is training. Teachers need to be trained in methods that accommodate a student body of diverse learning abilities. Methods we have learned may not be working. We also need training in medical care if we were to have a child in our class with physical needs and we are responsible for their care.

Does it really benefit the student with special needs? I believe it does in some aspects. Not only are students learning to interact socially, those with special needs can see their peers as role models. Teacher expectation plays a large roll in what students accomplish. If students with disabilities are expected to do the same work as their non-disabled peers, they will at least attempt it.

I had one fourth grader in my student teaching classroom who went to a resource teacher for an hour in the mornings and then joined the us during a mixed ability reading group and for the rest of the day. Sometimes he would come back before we had finished our grammar lesson. He would set quietly playing until
we finished. Sometimes he would get so involved in what he was doing while waiting that he would not be able to focus on the reading lesson, and he would miss it. He also got into the habit of saying, "I don't have to do that. I go to resource." At times I could see him pushing himself to keep up with his peers, and at other times he used his learning disability as an excuse to not work beyond what he thought we expected. I am certain, however, that being in the regular classroom helped socially. He worked well with his classmates.

On the negative side, I am concerned about the effects on a student if they are continuously behind. If a student does not learn a concept when rest of the class does, and there is no remediation, but the class goes on to a concept that builds on the previous, they can not possibly learn the new concept. I think there needs to be a goal of keeping a student as close to grade level as they can be if they are to be included. Otherwise, they could become frustrated and give up.

For students with out disabilities, inclusion can have a tendency to slow them down if everyone is not able to move at their own pace. One successful program featured in NEA Today April 1997 going on in a high school in Washington involves peer tutors. Students can apply to be a peer tutor for one semester and receive half a credit. Students are screened and matched with students with special needs that have similar interests. Those being tutored get individual help and encouragement, even a
good peer role model. Those tutoring learn to be sensitive to others' needs and gain self-confidence from helping someone else.

Peer tutoring can be good to help reinforce concepts to the more advanced students, but they should not have to tutor very often. They are there to learn new things as well. On the positive side for students without disabilities, they learn to work with people different than themselves and they learn to be compassionate to others facing difficulties.

I believe inclusion will deliver what it promises if parents and school staff are committed to it, if teachers are willing to change their methods, and if the funds are kept available to bring the promised resources to the regular classroom.
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Inclusive Education: 
Legal Requirements/Court Cases

What does the law say about inclusive programming?

The most current language of the federal mandate concerning inclusive education is the Individuals with Disabilities Education Act (IDEA, 1990). Dr. Susan Etscheidt, one of five administrative law judges for Iowa, says there are federal regulations which have been followed by rulings that guide that regulation. Every state has a parallel system of laws. If disagreements between school districts and parents arise for the free and appropriate public education (FAPE) of children, solutions are often found through mediation. However, when this is not possible, Etscheidt, or another administrative law judge, becomes an impartial hearing officer, listens to testimony from the school and parents, and decides how the situation should fit the law.

This section will provide information on what the federal laws say and summaries of the rulings interpreting those regulations. More information on legal issues concerning inclusion can be found at these World Wide Web addresses:

http://rnrcohen1.keel.physics.ship.edu/%7 Ejak/court.html

The IDEA states:

"Each State must establish procedures to assure that, to the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and that special education, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. 1412(5)(B).

Etscheidt notes that one of the first court cases to question the legal interpretation found the Supreme Court(?) saying no one is excluded from this requirement; everyone is entitled to a free and appropriate public education.

Etscheidt further explains, "A 5th Circuit Court of Appeals decision also noted that just because a student cannot achieve the same level of academic education as others in the class is not a reason to deny access to regular education. Other court cases have noted that the legal requirements include giving a child the basic floor of opportunity. Schools don't have to provide the best possible education, but they do have to provide appropriate education which includes supplemental support and services."

From these legal issues teachers are required to ask a number of questions including:

how can I provide an appropriate program?
what services are needed?
who can I contact for assistance?
what services and resources are available?
what instructional techniques could be used?
what behavioral management could be used effectively?

The 5th (?) Circuit Court also pointed out an appropriate education includes more than academic achievement; it includes social and personal benefits as well.
The Code of Federal Regulations continues:

"That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 34 C.F.R. 300.550 (1) & (2).

Continuum of Alternative Placements

Each public agency shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.551(a).

The continuum must include alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and...make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. 34 C.F.R. 300.551(b)(1) & (2).

Placement Decisions

Each public agency shall ensure that: (a) the educational placement of each child with a disability (1) is determined at least annually; (2) is based on his or her IEP; and (3) is as close as possible to the child's home.

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. 34 C.F.R. 500.552(a)(b)(c)&(d).

Two other federal laws also address some issues of inclusive education. The first is Section 504 of the Vocational Rehabilitation Act of 1973 which states that children with disabilities cannot be discriminated against based on their disability; and the Americans with Disabilities Act of 1990 also protects individuals with disabilities from exclusion and discrimination.

Section 504 of the Vocational Rehabilitation Act of 1973:

Section 504, 29U.S.C. 794

No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance... 29 U.S.C. 794.

A school system shall educate, or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A school system shall place a handicapped person in the regular educational environment unless it is demonstrated that the education of the person in the regular environment with the
use of supplementary aids and services cannot be achieved satisfactorily. Whenever a school system places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternative setting to the person's home. 34 C.F.R. 104.34(a).

The Americans with Disabilities Act (ADA) of 1990

ADA, 42U.S.C. 12101, et.seq.

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits or the services, programs or activities of a public entity, or be subjected to discrimination by any such entity. 42 U.S.C. 12132.

A public entity, in providing any aid, benefit or service, may not, directly or through contractual, licensing or other arrangements, on the basis of disability, among other things: provide different or separate aids, benefits or services to individuals with disabilities or to any class of individuals with disabilities than is provided to others unless such action is necessary to provide qualified individuals with disabilities with aids, benefits or services that are as effective as those provided to others. 28 C.R.F. 35.130(b)(1).

Court cases provide guidance for interpreting the requirements of these federal regulations. The main cases and findings pertaining to inclusive education follow.

Free Appropriate Public Education (FAPE) - The IDEA requires that all children with disabilities have available to them, a free appropriate public education ["FAPE"] which emphasized special education and related services designed to meet their unique needs. 20 U.S.c. 1400(c) (Supp. 1994).

Reliance on Rowley Guidance - The 1982 Supreme Court case Hendrick Hudson District Board of Education v. Rowley observed that neither the IDEA nor its legislative history established a substantive standard definition of what level of education amounts to a FAPE. The Court held that a FAPE consisted of access to specialized instruction and related services individually designed to provide educational benefit to the handicapped child. The Court gave district courts two questions to use to determine whether the Act's requirements have been met:

1. Has the State complied with the procedures set for in the Act?
2. Is the individualized educational program developed through the Act's procedures reasonably calculated to enable the child to receive educational benefit?

(See Hendrick Hudson District Board of Education v. Rowley, 458 U.S. 176, 102 S. et 3034, 73 L.Ed.2d 690 (1982))

Guidance from Roncker v. Walter (1983) - This 6th Circuit Court Decision to determine whether mainstreaming can be accomplished asks: What is it in the segregated program that makes it better than a mainstreaming program? Can these things (modified curriculum, teacher) be provided in the regular school environment?

Cost is a proper factor to consider since excessive spending on one handicapped child deprives other handicapped children. However, cost is no defense if the school district has failed to use its funds to provide a continuum of alternative placements for handicapped children.

(See Roncker v. Water, 700 F2d.1058, 9Ed.Law Rep. 827 (6th Cir. 1983)
Guidance from Daniel R.R. v. State Board of Education (1989): This 5th Circuit Court case asked two main questions about mainstreaming with four subquestions.

1. "Whether education in the regular classroom, with the use of supplemental aids and services, can be achieved satisfactorily for a given child.
   a. has the state taken steps to accommodate the handicapped children in regular education, and if so, are these efforts sufficient and within reason?
   b. will the child receive an educational benefit from regular education? The Court says that "academic achievement is not the only purpose of mainstreaming. Integrating a handicapped child into a nonhandicapped environment may be beneficial in and of itself...even if the child cannot flourish academically.
   c. is there any detriment to the child from the proposed mainstreaming?
   d. what effect will the handicapped child's presence have on the regular classroom environment and, on the education of the other students in the call?

2. Has the child been mainstreamed to the maximum extent appropriate (this must occur if the decision is to remove the child from the regular education environment for a portion of the day.


Guidance from Greer v. Rome City Sch. Dist. - This case further clarified the Daniel R.R. interpretation when Christy's parents filed a law suit because they said school officials failed to consider the full range of supplemental aids and services. Instead, they said the school determined Christy's "severe impairment" justified placement in a self-contained special education classroom. The Court sided with the parents and said the school had made no effort to modify the kindergarten curriculum to accommodate Christy in the regular classroom. The Court also said school officials must share placement considerations with the child's parents at the IEP meeting before a placement is determined.

(See Greer v. Rome City Sch. Dist., 11th Cir., 1992).

Guidance from Oberti v. Bd. of Ed. of the Borough of Clementon School District: The Third Circuit Court's developed a two-pronged approach to determining if schools were meeting the IDEA. The implications from this case are significant. Although the opinion does not adopt inclusion as IDEA's goal, it requires greater efforts by schools to mainstream disabled students or explain why not.

(For more information see Rosenfeld, S.J. (1993). Oberti Defines Strict Reading of LRE: Key is Proper Use of Supplementary Aids and Services. EDLAW Briefing Paper, III(2), 1-12.

Guidance from Board of Education v. Holland (1992, 1994): The 9th Circuit District Court defined LRE as a strong Congressional preference. This opinion combines factors from several decisions to determine what the least restrictive environment is. Thos factors deal with educational benefits in a regular classroom; non-academic benefits for the handicapped child in a regular classroom; the child's effect on the teacher and other children in the regular class; and the cost of supplementary aids and services to mainstream the handicapped child. The court said cost is only a factor if it will significantly affect another child in the district.

(See Board of Education, Sacramento City Unified School District v. Holland)
Inclusive Education:
Teaching Strategies

What strategies would be most helpful in working with children in an inclusive setting?

Ideas for content area instruction

Dr. Christopher Kliewer, who taught for four years in an inclusive elementary school, offers the following broad outline for an inclusive classroom:

- inclusive education is nothing more than good teaching
- students take responsibility for their education; they help create the structure of the classroom, including helping to establish rules and academic programs
- teachers have high expectations that all students will meet the rules and academic challenges
- families are involved

Other ideas include:

- focus the curriculum on humanity, on one another's worth. Let the students tell their own stories or other's stories. Let students learn about things that matter in their lives.
- throw out the worksheets and basal reader systems; create curriculum that involves students.

Ideas for behavior strategies

Kliewer says it's time to reconceptualize the classroom and not automatically think bad behavior is the student's problem and something that needs to be controlled.

- "Classrooms need one main rule - respect one another. After this rule, if teachers and students create interesting curriculum with material that matters in the students' lives, then students will be interested, involved, and focused on what they've designed."

- Melissa Heston suggests teachers need excellent observational skills to find out what caused the behavior problem.

- "Structure the environment so students are actively engaged and motivated. That's good teaching for all students," says Susan Etscheidt. "This kind of teaching involves collaboration and networking. It means the teacher is not the decision maker. The teacher is not always in control, but is one of a team of problem solvers including parents, other teachers, and the students."

Another main strategy is functional assessment of problem behavior which is a question asking approach to dealing with behavior assessment and curriculum modification. Etscheidt explains this as a proactive, deliberative, problem-solving approach. In a group with parents, professionals, and students, the teachers ask questions about the physical environment, social interactions, instructional environment, and non-school factors.
For example, some questions to ask concerning the physical environment may include:

- are there too many people in the room?
- what about the physical arrangements of the class?
- what about the lighting of the room?

Concerning the instructional environment the team could ask:

- is the work too hard? too easy?
- is the pace too fast? too slow?
- is the teacher too loud?

Other areas to consider are social and non-school factors.

- Has the student had enough sleep? enough to eat? involved in delinquent behavior?

Based on the assessment answers, the team plans a strategy to modify the environment so the child's problem behavior does not occur. Again Etscheidt points out this is just good teaching. "If I change the material I'm using because I realize it's redundant for one student, all the other students who were a little bit bored also benefit and find the work more interesting."

In considering answers and strategy plans, be sure to get input from the students. Etscheidt says there's also a whole list of questions to ask the student, "Students are willing to share their honest reactions if they see the whole group of people is trying to help solve the problem with them."

Other common responses to what strategies work for content area instruction and solving behavior problems include peer tutoring, cooperative learning, reciprocal teaching - all instructional techniques that have been around for a long time and provide ways for a class to work together toward a common goal, but don't mean that everyone is doing the same thing.
Strategies for Team Teaching in an Inclusive Setting

Double-Up Teaching
One teacher leads a discussion or presents a mini-lesson, while the other writes ideas and concepts on the board or overhead projector.

Conference Days
Both teachers confer with students during the inclusive class period concerning rough drafts and final copies of their assignments.

Two-Classroom Setting
Teachers use both of their rooms for the class. This lets them provide undistracting settings for different student groupings.

Capitalizing on Each Teacher's Strengths
Lessons and activities make use of the subject-area strengths of each teacher.

Positive Modeling
Teachers model sincere disagreements in front of the class in a way that openly seeks to bring about a compromise or to accept each teacher's view. This gives students the opportunity to witness how a disagreement can be handled respectfully and constructively.

Sharing to Enhance Self-Concept
Students with learning disabilities get the same opportunities as other students to share their written work. As a result, other class members will see that learners who are considered disabled in some way are creative, intelligent members of the community. Other outcomes will include an enhanced self-concept among the students with learning disabilities and a much better rapport between these students and "regular" students.

Coordinated Discipline
When discipline problems such as off-task behavior or a minor disagreement arise, one teacher redirects the off-task behavior or mediates while the other teacher continues with the lesson or activity.

Comprehensive Planning
To team teach an inclusive class, team teachers should get at least one period a week to plan together.

Peer Pairing/Tutoring
Disabled learners are paired with nondisabled learners in a way that allows each student in a pair to use his or her strengths to help the other.
Parent Advisory Councils are one way schools can encourage parent and community involvement. Although Indiana does not require schools to set up a PAC they are discussed in Article 7 and technical support is available to any group interested in organizing a PAC.

**PARENT ADVISORY COUNCILS (PAC)**

Parent Advisory Councils are one way schools can encourage parent and community involvement. Although Indiana does not require schools to set up a PAC they are discussed in Article 7 and technical support is available to any group interested in organizing a PAC.

- promoting community awareness and support for special education issues; These groups, which are advisory in nature, provide a forum for parents, school personnel, and other community members to discuss issues which have an impact on the education of students with disabilities. Through their efforts, these councils have demonstrated that they can assist schools in a variety of ways by:

- enabling parents and school personnel to share concerns and perspectives in order to promote increased understanding and define priorities;

- encouraging cooperation and collaboration between parents and school personnel; and

- providing a vehicle for ongoing communication which is structured, proactive, and focused on the educational needs of all students.

**COMMUNITY ASSISTANCE COUNCIL**

A Community Assistance Council is an expanded, and potentially more effective version of a Parent Advisory Council. The Community Assistance Council concept promotes greater independence so that students are better prepared to LIVE, LEARN, WORK and PLAY as contributing adults.

The council should consist of representatives of housing, employment, transportation, recreation and the public (taxpayers).

If "school" is our desired outcome, then a Parent Advisory Council will do. If the goal is Independence in adult life, then school (along with family and community agencies, services and organizations) must work to communicate and coordinate services. In order for students to become independent adults, we must involve housing, transportation, employers, recreation and the public in planning.
IPIN
The Indiana Parent Information Network, Inc.

"Building partnerships with families, professionals and communities to support children with special needs."

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There have been 5 visits to this page since August 1, 1996.

Funded in part by Part H of the Individuals with Disabilities Education Act (IDEA) through Indiana's First Steps early intervention system.

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IPIN maintains a dial-in electronic system for professionals and families with children with special needs. The system has searchable resource directory, private e-mail, and conference areas on a variety of educational, medical and disability related issues. The phone number is 317-255-5465 or toll-free in state: 1-800-359-2010. For voice support contact IPIN at 317/257-8683.
Activity 1
(K-8th grade)

Getting to Know and Understand the Handicapped

Directions: Divide class into pairs. The teacher should make the decision as to who is paired with each other. Friends should not work together. Depending on the number of simulations, resource materials and time available, divide the pairs into small groups. Usually six in an area is manageable. Decide how many simulations each group will do and then use a rotational system.

Time: Each simulation takes 5-10 minutes.

Simulation 1: A Visit to Darkness

Materials:

1. Blindfold — 1 for each pair of students
2. Directions for a Sighted Guide
3. Directions for the Activity
4. Task activities (see below)

Directions for a Sighted Guide

Each blindfolded student will have a helper. The helper will help him get around the class or hall without being hurt. Here’s how to do it:

1. The blindfolded student will take hold of the helper’s upper arm so that the thumb is on the outside and the fingers are on the inside of the helper’s arm.
2. Both students should hold their upper arms to their own bodies so that the blindfolded student stands a little behind his helper.
3. Helpers should tell the blindfolded student when there are steps or curbs and if they go up or down.
4. Also, the helper will have to slow down so that the blindfolded student knows that something different is going to happen. Use verbal cues.

Directions for the Activity:

1. One student wears the blindfold.
2. The other student is the helper.
3. The helper leads.
4. The blindfolded student draws one task out of the box.
5. Together they do the task.
6. After the task is done, the students change places.

Task Activities:

1. Get a drink of water.
2. Go to the bathroom.
3. Write on the chalkboard.
4. Sit in a chair.
5. Pick up a book, try to find the front and the back of of the book.
6. Pick up a pencil.
7. Open a door.
8. Write name on lined paper.
Simulation 2: Loss of One or Both Arms

Using a scarf or cloth, tie the writing arm behind the student’s back. One student in the pair has use of one arm while the other student has loss of both. They will do the following.

One Arm Loss Activities:
1. Pick up a stack of books and carry them to another table.
2. Write his or her name on lined paper.
3. Cut something out with scissors.

Two Arm Loss Activities:
1. Drink a glass of water.
2. Eat jello or other food.
3. Write his or her name.

Simulation 3: What It’s Like to Wear Braces

Materials:
1. Two wooden rulers or sticks about 12 inches long for each student.
2. Strips of cloth or ace bandages to secure rulers or sticks behind knees.
3. Suggestions for Mobility Activities

Directions: Partners help one another secure the rulers to sticks so that their legs cannot bend.

Suggestions for Mobility Activities:
Let students use a timer to see how long it takes to complete the task.

1. Sit down.
2. Walk up and down some steps.
3. Walk a balance beam.
4. Walk in a straight line.
5. Walk in and out of school entrance.

Simulation 4: Lip Reading

1. Have one partner draw a sentence out of a box that he is to tell his partner without using his voice. You might use spelling sentences or sentences from the students’ readers.
2. One student is the lip reader. They exchange roles and use another sentence.

Simulation 5: Hearing Problems

1. Using a list of review spelling words, have one partner read 5-10 words from a list with his hand over his mouth.
2. Let his partner write what he thinks he hears. Exchange roles and lists.
Simulation 6: Reading Problems

1. Take a reading passage from students' basal reader.
2. Write it on a poster board or chart paper so that letters are backward, upside down and run together.
3. Let the pairs decode the message.

Example:

Wany has a little lawd.
(Mary has a little lamb.)

Debrief All Activities Together:

1. Which activity did you find the hardest? Why?
2. How did you feel when you were unable to use part of your body?
3. What strengths must one have to survive with each of the problems?
   a. hearing   c. reading   e. holding
   b. seeing   walking

4. How does a person with a problem in each of the above areas cope with the limitation?

5. Can the weakness ever be a strength, too?

6. What could you do to help a person who has problems in each of these areas?

Additional Ideas:

Bring in wheelchairs, crutches, braces, canes, hearing aids and various glasses or braille equipment for children to see and touch so they can understand how these materials work. This experience will be helpful to overcome some of their fears and lack of understanding.

Read Handicapped: How Does It Feel? by Greg La More to the class. (Available through B.L. Winch and Associates, Rolling Hills Estates, California 90274.)

Try commercially prepared activity packet sets entitled Handicapped . . . How Does It Feel? by C. Lynn Fox. (Available through B.L. Winch and Associates, Rolling Hills Estates, California, 90274.)
**IEP CHECKLIST**

P.L. 101-476 and Article 7 require that the Individualized Education Program (IEP) written for each student includes specific information. This checklist is designed to be used as a tool to help you:

- **PREPARE** TO DEVELOP THE IEP
- **PARTICIPATE** IN IEP DEVELOPMENT
- **REVIEW** THE FINISHED IEP FOR ACCURACY AND COMPLETENESS

**A COMPLETE IEP CONTAINS:**

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1. **A statement of the student's current services and present placement**

2. **A statement of the student's abilities and present levels of performance**
   - a. academic strengths
   - b. academic needs
   - c. physical/motor development
   - d. self-help and personal care skills
   - e. learning style
   - f. social skills
   - g. vocational or pre-vocational skills

3. **A statement of annual goals that describes what the student can be expected to accomplish within the next twelve (12) month period**
   - a. academic goals (math, reading, other subject areas)
   - b. social/behavior skills
   - c. self-help skills and personal care goals
   - d. physical/motor development goals
   - e. vocational/pre-vocational skills

4. **A statement of short-term instructional objectives**
   - a. The objectives will help the student reach the stated goals
   - b. The objectives are written so they can be measured

5. **A statement of the specific special education services/placement and the goals to be worked on in that setting**
6. A statement of related services which will help the student benefit from special education
   a. date services will begin
   b. how often services will be provided
   c. how long services will last per session
   d. when services will end
   e. location of services
   f. who will provide each service

7. A statement of how much the student will participate in general education classes/activities
   a. all modifications that will be made in the general education program
   b. the name of the "teacher-of-record" who monitors how the IEP is put into effect in general education and to whom progress/needs will be reported by general education teachers
   c. who will report/communicate with parents/educational surrogate parents and how often those reports will be provided

8. A statement of specifically designed materials and/or assistive equipment needed by the student and who will provide it

9. A statement of the projected year and semester in which the student will be re-evaluated

10. A provision for attaching written opinions

11. A statement of necessary transition services beginning no later than age fourteen (14)

12. For students in early childhood special education programs, objectives for parents to implement at home may be included

IN*SOURCE
833 Northside Boulevard, Building #1 - Rear
South Bend, IN 46617-2993
A case conference is a scheduled meeting of school personnel and parents/educational surrogate parents (esp) to develop, review, or revise the individualized education program (IEP) for a student with disabilities.

For a student who has not previously received special education services, the case conference committee is to meet within forty (40) instructional days after written parental consent for evaluation is received. The case conference committee shall determine if the student is eligible for special education services.

**Participants on the Case Conference Committee**

- a representative of the school, other than the student's teacher, who is qualified to provide or supervise the provision of special education and who has the authority to commit the school's resources;

- the "teacher-of-record" and one (1) or more of the student's current teachers or, for a new student, a teacher licensed in the area of the suspected disability;

- the student's parent/esp;

- the student, if deemed appropriate by the parent/esp;

- the student, if the student is at least eighteen (18) years of age and has not been adjudicated incompetent;

- other individuals at the discretion of the parent/esp or the school;

- at least one (1) member of the multidisciplinary evaluation team or some other person knowledgeable about the evaluation; and

- a representative of a state-operated school who is authorized to make a recommendation regarding placement in that program if placement in a state-operated program may be considered.

The case conference or annual case review committee for a student suspected of having a communication disorder only, or who is already in a program for students with communication disorders only, shall consist of at least the following members:

- a speech-language pathologist;
- the student's parent/esp, unless the parent chooses not to participate;
- one (1) or more of the student's general education teachers, or the building principal, or the principal's designee; and
- the student, if deemed appropriate by the parent/esp, or if the student is at least eighteen (18) years of age and has not been adjudicated incompetent.

The case conference/annual case review must be held at a time that is convenient for the parent/esp and school personnel involved and the school must notify parents/esp in writing of the following:

- the date, time, and place of the meeting;
- the purpose of the meeting;
- a listing, by name and title or position, of the expected participants and the proposed case conference chairperson;
- notice that the parent/esp may bring any other individuals of the parent's choosing, including the student, or request the participation of other individuals; and
- a listing of the collected data to be discussed.

Responsibilities of the Case Conference Committee

The case conference committee is responsible for the following:

- determining the student's eligibility for special education and related services;
- planning and writing the IEP before placement is determined;
- recommending an appropriate placement in the least restrictive environment - a setting which is appropriate to meet the student's needs.

A case conference committee shall convene:

- within forty (40) instructional days of the date when written parental/esp consent for an initial or additional educational evaluation is received;
- at least annually for all students enrolled in special education;
• upon the request of a teacher, administrator, or parent/esp;
• if a change of placement is being proposed or considered;
• when a student who has been receiving special education elsewhere moves into the geographic jurisdiction of the public agency; or
• to determine whether a causal relationship exists in the event of a proposed disciplinary action which may affect the educational services provided to the student.
An Inclusion Checklist For Your School

1. Do we genuinely start from the premise that each child belongs in the classroom he or she would otherwise attend if not disabled (or do we cluster children with disabilities into special groups, classrooms, or schools)?

2. Do we individualize the instructional program for all the children whether or not they are disabled and provide the resources that each child needs to explore individual interests in the school environment (or do we tend to provide the same sorts of services for most children who share the same diagnostic label)?

3. Are we fully committed to maintenance of a caring community that fosters mutual respect and support among staff, parents, and students in which we honestly believe that nondisabled children can benefit from friendships with disabled children and disabled children can benefit from friendships with nondisabled children (or do our practices tacitly tolerate children teasing or isolating some as outcasts)?

4. Have our general educators and special educators integrated their efforts and their resources so that they work together as integral parts of a unified team (or are they isolated in separate rooms or departments with separate supervisors and budgets)?

5. Does our administration create a work climate in which staff are supported as they provide assistance to each other (or are teachers afraid of being presumed to be incompetent if they seek peer collaboration in working with students)?

6. Do we actively encourage the full participation of children with disabilities in the life of our school including co-curricular and extracurricular activities (or do they participate only in the academic portion of the school day)?

7. Are we prepared to alter support systems for students as their needs change through the school year so that they can achieve, experience successes, and feel that they genuinely belong in their school and classes (or do we sometimes provide such limited services to them that the children are set up to fail)?

8. Do we make parents of children with disabilities fully a part of our school community so they also can experience a sense of belonging (or do we give them a separate PTA and different newsletters)?

9. Do we give children with disabilities just as much of the full school curriculum as they can master and modify it as necessary so that they can share elements of these experiences with their classmates (or do we have a separate curriculum for children with disabilities)?

10. Have we included children with disabilities supportively in as many as possible of the same testing and evaluation experiences as their nondisabled classmates (or do we exclude them from these opportunities while assuming that they cannot benefit from the experiences)?

This checklist may help school personnel in evaluating whether their practices are consistent with the best intentions of the inclusion movement. Rate your school with a + for each item where the main statement best describes your school and a 0 for each item where the parenthetical statement better describes your school. Each item marked 0 could serve as the basis for discussion among the staff. Is this an area in which the staff sees need for further development? Viewed in this context, an inclusive school would not be characterized by a particular set of practices as much as by the commitment of its staff to continually develop its capacity to accommodate the full range of individual differences among its learners.
Council of Volunteers and Organizations for Hoosiers with Disabilities (COVOH)
850 North Meridian Street, Suite 3C
Indianapolis, Indiana 46204
(317) 232-0750 V/TTY

First Steps/Step Ahead
A Division of Family and Children
402 West Washington Street
P. O. Box 7083
Indianapolis, Indiana 46207-7083
(317) 232-1144

Indiana Association of School Principals
8091 Center Run Drive
Indianapolis, Indiana 46250
(317) 576-5400

Indiana Association of School Superintendents
1 North Capitol Avenue
Indianapolis, Indiana 46204
(317) 639-0338

Indiana Association for Retarded Citizens
22 East Washington Street, Suite 210
Indianapolis, Indiana 46204
(317) 632-4387

Indiana Department of Education
Division of Special Education
Room 229, State House
Indianapolis, Indiana 46204-2798
(317) 232-0570 V/TTY

Indiana Family and Social Services Administration
402 West Washington Street
Indianapolis, Indiana 46207-7083
(317) 233-4454

Division of Aging and Rehabilitative Services
(317) 232-1147

Division of Family and Children
(317) 232-4704
(Family Protection 371/232-4420)
(Family Support 317/232-4702

Division of Mental Health
(317) 232-7860
(317) 232-7800 V/TTY

Indiana Federation of Teachers
5925 West 71st Street, Suite B
Indianapolis, Indiana 46278
(317) 299-5395

Indiana Parent Information Network (IPIN)
4755 Kingsway Drive, Suite 105
Indianapolis, Indiana 46205
(317) 257-8683

Indiana Protection and Advocacy
850 North Meridian Street, Suite 2C
Indianapolis, Indiana 46204
(317) 232-1150 V/TTY
1-800-622-4845

Indiana Resource Center for Families with Special Needs (IN*S Source)
833 Northside Boulevard, Building 1-Rear
South Bend, Indiana 46617-2993
(219) 234-7101 V/TDD
1-800-332-4433 V/TDD

Indiana School Board Association
1 North Capitol Avenue
Indianapolis, Indiana 46204
(317) 639-0330

Indiana School for the Blind
7725 North College Avenue
Indianapolis, Indiana 46240
(317) 253-1481 V/TTY

Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205
(317) 924-4374 V/TTY

Indiana Special Olympics
5648 West 74th Street
Indianapolis, Indiana 46278
(317) 328-2000
1-800-742-0612

Indiana State Teachers Association
150 West Market Street, Suite 900
Indianapolis, Indiana 46204
(317) 634-1515

Indiana State Board of Health
Division of the Handicapped
P. O. Box 1964
Indianapolis, Indiana 46206
(317) 633-0286
(317) 633-0300 V/TTY

Mental Health Association in Indiana
55 Monument Circle, Suite 700
Indianapolis, Indiana 46204
(317) 638-3501

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STATE RESOURCES

Association for Retarded Citizens of Indiana
110 East Washington Street
9th Floor
Indianapolis, Indiana 46204
(800) 382-9100

Council of Volunteers and Organizations for the Handicapped (COVOH)
1921 Mystic Bay Court
Indianapolis, Indiana 46240
(317) 255-4702

Epilepsy Awareness
P.O. Box 44186
Indianapolis, Indiana 46244
(317) 264-4974

Indiana Association for Hearing Impaired Children
2113 Roselawn Drive
Lebanon, Indiana 46052
(317) 769-3397

Indiana Department of Corrections
State Office Building, Room 804
100 North Senate Avenue
Indianapolis, Indiana 46204
(317) 232-5763

Indiana Department of Education/Division of Special Education
Room 229, State House
Indianapolis, Indiana 46204-2798
(317) 232-0570

Family and Social Services Administration
Division of Mental Health
(Formerly Department of Mental Health)
402 West Washington Street - W371
Indianapolis, Indiana 46204
(317) 232-4705

Family and Social Services Administration
Division of Family and Children
(Formerly Department of Public Welfare
402 West Washington Street - W353
Indianapolis, Indiana 46204
(317) 232-7844

Indiana Easter Seal Society
8425 Keystone Crossing
Suite 190
Indianapolis, Indiana 46240
(317) 254-8382
1-800-966-4003

5.13
Indiana Rehabilitation Services
Rehabilitation Center
205 Fair Building
311 West Washington Street
Indianapolis, Indiana 46204
(317) 232-1513

Instructional Materials Center
Indiana Department of Education
Division of Special Education
Room 229, State House
Indianapolis, Indiana 46204-2798
(317) 232-0580

Learning Disabilities Association
Indiana LD Hot Line
St. Vincent Learning Support Center
1717 West 86th Street, Suite 410
Indianapolis, Indiana 46260
(317) 872-4200

Mental Health Association of Indiana (MHA)
1433 North Meridian Street
Indianapolis, Indiana 46202
(317) 638-3501

Office for Civil Rights
Indiana Branch Chief
55 Erieview Plaza - Room 300
Cleveland, Ohio 44114
(216)522-4970 or (216)522-4977

Spina Bifida Association of Central Indiana
5005 Dickson
Indianapolis, Indiana 46226
(317) 542-0582

IN*SOURCE (Indiana Resource Center For Families With Special Needs)
833 Northside Boulevard, Building #1 - Rear
South Bend, Indiana 46617-2993
(219) 234-7101 - (800) 332-4433 (Voice/TDD)

The Indiana Resource Center for Autism
Indiana University
Institute for the Study of Developmental Disabilities
2853 East Tenth Street
Bloomington, Indiana 47405
(812) 335-6508

United Cerebral Palsy of Indiana
445 North Pennsylvania Street
Suite 503
Indianapolis, Indiana 46204
(317) 634-7134
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