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A resource guide for regular and special education teachers delivering services to students with disabilities in an inclusive setting within a micro-society school

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CHAPTER I

INTRODUCTION

Purpose for the Study

The authors' school district has committed to a reorganization and restructuring effort to be completed by the year 2000. The strategic vision for the district is the development of responsible, well-prepared, and disciplined students capable of contributing to a global society. (Ramey, 1994) As one outcome of this effort, the authors' school building will become a Micro-Society School beginning with the 1994-95 school year. The Micro-Society program was developed by George Richmond (1989) during the late 1960's and early 1970's, in his fifth grade classroom in Brooklyn, New York. The purpose of the program was to make students' classroom experiences more meaningful. Richmond (1989) developed activities, based on real life experiences, which permitted students to participate in relevant, interactive and authentic projects mirroring society, thereby making academic knowledge worthwhile. As a result of his curriculum and techniques, he found that his students attended school more regularly and enjoyed learning both in and out of school. (Sommerfeld, 1993)

This Micro-Society concept requires creation, within the school environment, of a culture in which students are taught to apply concepts and skills acquired through core curriculum areas within a simulated community - a replication of the "real world". According to the school's Micro-Society proposal abstract, the philosophical and stated intent is for all students to be afforded the opportunities of experiencing life in a community, thereby discovering their unique talents and utilizing their abilities to assume productive roles in society. (Proposal, 1994)

The authors' school philosophy holds the education of the whole child as its highest priority. To completely prepare children for the ever increasing demands of society, it was determined that a program such as the Micro-Society School would provide all students the opportunity to experience a multiplicity of activities that reflect the community in which they live. (Proposal, 1994)

Development of this Micro-Society School will require teachers to change their paradigm regarding the traditional school structure. Fullan (1991) states that if substantial, sustained improvement in attitude

is to occur, the culture of the school as a workplace must change. However, the authors believe the teachers' fear of change may result in a paralysis of action that can threaten development of a new school structure. It is suggested by Stallings (1989) that teachers will be more likely to change behavior and use new ideas if they are made aware of the need for the improvement or change.

The fear of change presents itself as concerns regarding inclusion. Does all mean all to everyone involved? Mainstreaming was the buzz word of the 70's; integration, the buzz word of the 80's; and now, for the 90's, it is inclusion. The State Division of Special Education views inclusion as less exclusion. The Director of the Division of Special Education has stated in recent public meetings around the state that the direction of Special Education now is toward placing emphasis on more inclusive programming with more learners served in regular education classrooms more of the time, involved in more meaningful activities.

Special Education, specially designed instruction to meet the unique needs of a handicapped child, is a

service, not a place. According to the Individuals with Disabilities Education Act, (IDEA) 1992, determination for the education placement of each child must be based on the individual needs of that child. A continuum of options for service must remain intact. Section 1412(5)(b) of this Act requires that children with disabilities, to the maximum extent possible, are to be educated with children who are nondisabled. Removal from the regular education program should occur only when participation in the regular classroom, with supplementary aids and services, cannot be achieved satisfactorily. (Ohio, 1992)

Many teachers will be fearful of and hesitant about including children with special needs in the instruction necessary for students to become actively involved in their Micro-Society School community and thereby gain the benefits expected. The service delivery model with which the staff is familiar has students spending part to most of the school day away from classmates in a separate resource classroom. The change to a service delivery system which includes special education students in the regular classroom more of the time will require development of a plan to

create awareness regarding what inclusion means and how it can be implemented within a Micro-Society School.

In the Highlights in Special Education (1993), a report on the results of the Experimental Model Study states:

Changing service delivery is not an easy task, and there is no blueprint for integrating students with disabilities into regular environments. However, school building personnel and parents around Ohio are demonstrating that students with disabilities, and at-risk and nondisabled students, do benefit from being served together in integrated settings. (p.8)

When considering the future involvement, in both the community and workplace, of students with disabilities, additional concerns arise. National statistics have shown that, whereas the dropout rate for all students is 25 percent, the dropout rate for students with disabilities exceeds that at 36 percent. Of those students who graduated from special education programs, 66 percent were reported unemployed three years after leaving school. A program is needed to help keep these students in school and to provide them with the necessary skills to become productive citizens. (Hays, 1993)

Problem Statement

The purpose of this study was to design a resource guide to be used by regular and special education teachers for delivering services to students with disabilities in an inclusive setting within a Micro-Society School.

The resource guide provides the following: an introduction, the philosophies behind micro-society and inclusion, strategies to assist regular and special education teachers with implementation of an inclusive service delivery model, a glossary of terms with which the reader may be unfamiliar, suggested resources for additional edification, and appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

Philosophical Perspectives of Inclusion and Micro-Society

One philosophy regarding inclusive education is that the motivation for creating an inclusive environment arises from the notion that all students have the right to a free, appropriate, public education alongside their peers. (Ohio, 1992) Care must be taken, however, not to over-simplify this concept. Great concern arises among parents and teachers of children with disabilities, as well as among regular education teachers, when an inclusive environment is discussed in terms of full inclusion - "a popular policy/practice in which all students with disabilities, regardless of the nature or the severity of the disability and need for related services, receive their total education within the regular education classroom..." (Gallagher, 1994, p. 1)

Least restrictive environment and regular education classrooms are not seen as synonymous by the Learning Disabilities Association. (Inclusion, 1993) According to Gallagher (1994):

Decisions regarding educational placement of students with disabilities must be based on the needs of each individual student rather than administrative convenience or budgetary considerations and must be the results of a cooperative effort involving educators, parents, and the student when appropriate. (p. 1)

The authors concur with the National Joint Committee on Learning Disabilities in supporting a continuum of services as opposed to "arbitrary placement of all students in any one setting." (Inclusion, 1993, p. 3) This reflects the belief in the right of all students to a free, appropriate, public education alongside their peers. (Inclusion, 1993)

Another philosophy regarding inclusive education comes from the belief of many special education professionals regarding the need to educate most mildly disabled students in typical classroom settings - a belief which has prevailed for over 20 years. (Mcleskey & Pacchiano, 1994)

During the late 1960's it was being questioned whether students with mild retardation were justifiably placed in special education. Studies during ensuing years have produced additional support for educating these students in the regular classroom. Madden and

Slavin stated (Mcleskey & Pacchiano, 1994):

There is little evidence that self-contained special education is superior to placement in regular classes in terms of increasing the academic performance of Mildly Academically Handicapped students, and the best evidence is that, in general, it is regular class placement with appropriate supports that is better for the achievement of these students. (p. 517)

Creating a community for all students to work within, learning together, developing mutually supportive peer groups, as a goal of inclusion is a third philosophy regarding inclusive schools. (Stainback & Stainback, 1994)

Special education services typically identify individual differences of students, label them, then segregate these students with others having similar labels. This process is not conducive to development of a positive self-identity, such as feelings of confidence, or feelings of self worth. On the other hand, placing these students in the regular classroom and ignoring their individual differences is counterproductive, as well. Ways must be found to develop inclusive school communities where student differences are acknowledged while student needs are met. (Stainback & Stainback, 1994) Children need

opportunities to develop friendships and group affiliations of choice. The school climate must be flexible, adaptive, and sensitive to the unique needs of its students. This will allow each one to attain positive feelings about his/her unique qualities and to experience an educational community that values individuality. (Stainback & Stainback, 1994)

A fourth philosophy regarding inclusive education is that schooling should be made more relevant by connecting lessons to actual societal institutions. This philosophy, held by Richmond (1989), grew into a design for instruction in his classroom over twenty years ago. Successes he experienced led to his authoring a book titled The Micro-Society School: A Real World in Miniature. Versions of his program were implemented in classrooms in New York City and Hartford, Connecticut during the 1970's. Then, in 1981, the idea was integrated into the curriculum of an entire school in Lowell, Massachusetts. Since then the micro-society school concept has been replicated in at least two dozen school systems across the country, with interest continuing to grow. (Sommerfeld, 1993)

The belief that students learn best through experience is not new. The micro-society school takes that belief to a higher level. These schools operate as "miniature civilizations" with legislatures, courts, banks, post offices, newspapers, and businesses. Students hold jobs, earn salaries, pay taxes - just like their parents in the "real world". In light of current educational reform thinking, involving cooperative learning, hands-on instruction, small class size, and interdisciplinary teaching, the micro-society school seems like a custom fit. (Sommerfeld, 1993)

Recognizing special education as a service, not a place, is another philosophy regarding inclusive schools. Traditionally special education has been viewed as a "place" - a room where a child goes to receive his/her "special" education. More and more, however, thinking is changing to the view that it is a service which can be provided within the regular classroom setting much of the time. (Ohio, 1992)

Experimental model classrooms across Ohio have demonstrated that regular and special education teachers working together in a collaborative way benefits a wide range of students, not just those with

IEP's. (Ohio, 1992)

An additional philosophy regarding inclusive education holds that the education of the whole child ought to be of highest priority. (Proposal, 1994) As stated in the Proposal (1994) for the Micro-Society Project:

The school's function is constantly changing. In previous years, the school environment was conducive to teaching students the basics: reading, writing, and arithmetic. Today an increasing social complexity demands citizens who can understand and evaluate multi-dimensional problems and alternatives and who can manage ever more demanding social systems.... Students will learn skills enabling them to construct their own knowledge and develop their talents in productive ways. (p. 8)

A recent philosophy of inclusive education suggests it is now time for leadership which recognizes that change is needed to strengthen general education as well as provide special education services, thereby enhancing the lives of all children. (Fuchs, 1994)

Special education is faced with redefining its relationship with regular education. As special education has grown to be a separate, parallel system, regular education has defaulted to the system's "expertise." In the process, regular education has become less responsive to children with special needs.

(Fuchs & Fuchs, 1994)

Leadership that promotes consensus building; values and respects special education's traditions and undergirding laws; seeks to strengthen the mainstream; and recognizes that educational options can provide more intensive services, has the potential to enhance the learning and lives of all children. (Fuchs & Fuchs, 1994) Fundamental changes in teaching and learning processes that draw on the talents of special educators working together with regular education teachers will be needed to create smarter, more flexible, more responsive school programs. (Fuchs & Fuchs, 1994)

Challenges of Inclusion Within a Micro-Society School

A major challenge to meet is the current paradigm of practice along with attitudes regarding change. (CASE, 1993) It is somewhat surprising that despite much evidence in support of regular class placement, with appropriate supports, for mildly disabled students, these students have been increasingly placed in more restrictive rather than less restrictive settings. Changing educational practice requires more

than logical argument or effective models. (Mcleskey & Pacchiano, 1994) For change to occur, educational systems and related practices need to be closely examined. Current emphasis on school restructuring and reform in regular education offers excellent opportunity for regular and special educators to share an agenda which will better meet the needs of all students. (Gallagher, 1994)

"The face of education must change and a new system must emerge which accepts its responsibility for the education of all students who live in the community it serves." (CASE, 1993, p. 32)

A second challenge to meet is the dual system of education which has evolved, separating educational programs for students with disabilities from students in general education. Several factors contributed to this duality: 1) separate governance structures; 2) separate funding mechanisms; 3) separate instructional settings; 4) separate curriculum outcomes; 5) separate certifications for teachers, valid only for certain populations. While the dual system served a purpose at one time, educational perceptions are changing. Isolating and protecting students with disabilities is

no longer a primary goal. It is time to merge and integrate into one educational system allowing students with disabilities to become accepted as valuable members of our schools. "Learning to live with students with disabilities in the school is a precursor to students as adults embracing others in the community." (CASE, 1993, p. 32)

A third challenge to meet is the confusion over, and lack of agreement on, what "inclusive education" means. (Inclusion, 1993) In literature from the Division of Special Education, the following myths were identified concerning inclusion: 1) All special education students will be in regular education programs all of the time; 2) The state of Ohio is mandating total (full) inclusion; 3) We (the education system) will no longer need special education teachers; 4) Special education teachers will be aides to the regular education program; 5) Inclusion is a cost-saving effort. (Ohio, 1992)

In an attempt to dispel these myths, the Division of Special Education has addressed each concern: 1) Decisions regarding placement of a child must, according to IDEA, be based on the individual needs of

that child. What educational services does he/she require? How can the services best be provided? Answers to these questions will vary with each case. Some students with disabilities will spend more time in the regular classroom than others, but it is expected that more of these children will spend more time with their non-disabled peers than has previously occurred;

2) IDEA Section 1412(5)(b) does not use the term "inclusion". Section 1412(5)(b) of IDEA requires that "children with disabilities be educated, to the maximum extent appropriate, with children who are not disabled." All children begin with a regular classroom placement. A child is removed only if the nature or severity of his/her disability - with supplementary aids and services - prevents his/her educational needs from being met in that setting (Ohio, 1992); 3) A main premise of inclusionary practice is that supports and resources needed for a student with disabilities to succeed in the regular classroom must be provided. The training and experience of special education teachers will be more in demand than ever; 4) It is important that special and regular education teachers work together in a collaborative way, drawing on and

learning from each others skills and experiences. Sharing teaching methods and techniques in order to facilitate instruction of students with diverse needs allows teachers to complement each other. Benefits of this collaboration reach a wider range of students; 5) Funding instructional resources and support services to children with disabilities, regardless of the setting in which services are provided, will continue to be necessary. The opportunity does exist, with a collaborative teaching model, for resources to be shared, thereby benefitting more students. Inclusive education arises from a philosophy that all children have a right to free, appropriate, public education with their peers. It is not an outgrowth of fiscal management concerns. (Ohio, 1992)

Strategies for Inclusive Service Delivery

One strategy for inclusive service delivery is to utilize collaborative teaching and consultation. Creating an inclusive setting for delivering services to students with disabilities will require a partnership between special and regular education teachers. Collaborative teaching and consultation is

one way to carry this out. Developing a cooperative, interactive process allows teachers to create solutions to mutual problems. A major outcome of this type of process is "...an effective and holistic program that enables students with special needs to achieve maximum success in the regular education setting." (Wiedmeyer & Lehman, 1991, p. 7)

A pull-out program, when used as the format to deliver services to students with disabilities, creates several negative conditions impacting those students served in the resource room: 1) a social stigma is attached; 2) regular education teachers do not feel ownership for students with disabilities; 3) there is lack of communication between teachers; 4) there is lack of curriculum coordination; 5) students miss special events in the regular classroom; 6) students have great difficulty mainstreaming successfully in science and social studies. (Wiedmeyer & Lehman, 1991) All these conditions exist, in varying degrees, at the authors' school, since a pull-out program is the current format being implemented.

When a collaborative teaching approach is used, teachers are able to integrate students with

disabilities into the mainstream with resulting benefits to those students as well as to regular education students who have additional needs. Some of these benefits are improved self-concept, and having two teachers available who provide a modified curriculum to meet most students' needs. Benefits accrue to the teachers at the same time. Special education teachers have greater visibility among all students, thereby "diminishing negative stereotyping as teachers who teach the slower students.'" (Wiedmeyer & Lehman, 1991, p. 6) Both regular and special education teachers have opportunities to observe firsthand how students with disabilities function in the regular classroom, and are therefore better able to make adaptations of curriculum and instruction to meet their needs. (Wiedmeyer & Lehman, 1991)

Another strategy for inclusive service delivery, with reported impressive results, is co-teaching. To differentiate co-teaching from collaboration/consultation requires that co-teaching be viewed as a more refined version of a collaborative model. Rather than consulting to determine what modifications/adaptations can be made to an already planned lesson,

perhaps teaching together, perhaps not, "two teachers plan together, deliver instruction together and share the responsibility for assessing students' mastery." (Friend & Cook, 1992, p. 30)

There are several possible co-teaching formats: a) one teacher instructs, one assists students; b) one teacher instructs, one demonstrates/models; c) both teach the same concept to two small groups; d) both teach different concepts to two small groups; e) one teaches, one manages learning/activity centers; f) both manage learning/activity centers; g) one teaches enrichment, one remediates. (Beattie & White, 1994)

"Co-teaching creates a dynamic, high-energy classroom situation that promotes increased learning for students and teachers." (Friend & Cook, 1992, p. 30)

The cooperative learning model, for which there is considerable evidence supporting the positive outcomes in students' academic achievement as well as interpersonal skills, is a third strategy for inclusive service delivery. (Kagan, 1992) Cooperative group learning systems are the most researched of the instructional strategies that allow for and promote

heterogeneous student grouping. "One of the challenges that teachers face in a heterogeneous classroom is determining meaningful curricular adaptations and instructional modifications to enable students with intensive educational needs to be active members of the daily classroom routine." (Stainback & Stainback, 1992, p. 129)

In the cooperative learning structure, students are responsible not only for their own learning, but for the learning of other members of their group. They are also responsible for their interpersonal communication skills and their behavior. The role of the teacher who structures cooperative groups shifts from a presenter of information to a facilitator of learning. A major responsibility for the teacher in structuring cooperative groups is to adapt lesson requirements for individual students. For instance, each group member may have different success criteria; the amount of material each group member is to learn may be adjusted; or, group members may rehearse different math problems, spelling lists or reading vocabulary. (Stainback & Stainback, 1992)

Believing that "learners with disabilities are

more like than unlike normally developing learners..." (Mainzer, Mainzer, Slavin, & Lowry, 1993, p. 46) leads to the expectation that effective instruction will benefit both normally developing students and students with disabilities. (Mainzer, et al. 1993)

Cooperative learning is one instructional strategy which can improve academic achievement, can offer methods to reach a range of educational objectives, and can create a nurturing environment, making learning enjoyable. (Mainzer, et al. 1993)

A fourth strategy for inclusive service delivery involves the use of portfolios to develop authentic methods of evaluating student progress. Portfolio assessment is a holistic approach to evaluate children's learning. Through portfolio assessment teachers develop a broader picture of a child's strengths and weaknesses within a subject area, and progress is evident. Portfolios contain collections of students' work that are longitudinal in nature, diverse in content, and collaborative in their selection and evaluation. The information also emphasizes strengths, development of skills, improvement, and personal reflections and expectations. Portfolios encourage

students to take responsibility for their own learning through selection of and reflection on their work.

(Cole & Ryan, 1994)

There are several positive highlights regarding the benefits of using portfolio assessment with students: 1) portfolios are direct reflections of the "taught" curriculum, unlike standardized tests that may not reflect local standards, textbooks and/or emphases; 2) portfolios enable teachers to share information about student performance without interpretation of scores; 3) portfolios demonstrate a wide range of student work; 4) portfolios can provide comparisons of student work for any period of time; and 5) portfolios provide a natural medium for teacher-pupil discussions and goal-setting. (Cole & Ryan, 1994)

A final strategy for an inclusive service delivery requires that we take advantage of the ever-increasing technology, a significant tool in restructuring an educational program. Both teaching and learning can be greatly enhanced by recent technological advances. Computer assisted instruction, adaptive and assistive devices, and technology to manage information systems and student programs all become resources for schools.

(CASE, 1993)

The use of interactive technologies to include students with disabilities in the life of the school represents great potential. Assistive technology allows students placed in more restrictive environments to be included with their age appropriate peers, thereby increasing opportunities for social interactions. In addition, utilizing information networks improves the school system's capacity to develop individual education plans. (CASE, 1993)

CHAPTER III

PROCEDURE

Chapter III describes the process used in gaining information to design a Resource Guide to be used by regular and special education teachers for delivering services to students with disabilities in an inclusive setting within a Micro-Society School.

Review of Professional Journals

Journal articles the authors researched are current, published between 1989 and 1994.

In the articles, "The New Mainstreaming," by Friend and Cook (1992), and in "Strategies For Functional Community-Based Instruction And Inclusion For Children With Mental Retardation," by Beck and Broers (1994), the philosophy of inclusion is defined along with strategies for teaching all children. Co-teaching is a strategy that creates a positive energetic classroom situation that promotes learning. An example of teaching functional community-based skills to all children within the community is also described. Beck and Broers (1994) state that all children can benefit from life skills instruction.

Through administrative support and adequate staff development, the inclusion process can be extended beyond school and into the community.

In "The Future School: Is Lowell Pointing Us Toward A Revolution In Education?" by George Richmond (1989), and in "School of Life - Students In Micro-Society Schools Prepare For The Real World," by Sommerfeld (1993), a new program for children is discussed. The authors give specific examples of how students participate in this small community within the school. The students are learning life skills, responsibility, and how to become productive citizens.

In "Mainstreaming Students With Learning Disabilities: Are We Making Progress," by Mcleskey and Pacchiano (1994), a study investigated placement practices for students with learning disabilities for 11 years. The authors point out repeatedly that a pull-out program does not promote academic learning. Evidence is given indicating regular class placement with appropriate supports is better for the achievement of students. In "A Commentary On Inclusion And The Development of a Positive Self-Identity by People With Disabilities," by Stainback, S., Stainback, W., East,

K., Sapon-Shevin, M. (1994), the importance of individuals developing a positive self-identity was stressed. The goal of inclusion is not to erase differences, but for everyone to belong within a community that values their individuality.

In "The House Plan Approach To Collaborative Teaching and Consultation," by Wiedmeyer and Lehman (1991), Collaborative teaching and consultation are clearly defined and discussed. Specific examples, along with program design are explained. The students are instructed by two teachers. This effective program gives students with special needs the opportunity to achieve maximum success in the regular classroom.

In Grindler and Stratton's (1992) article, "Whole Language Assessment," they describe systematic assessment procedures which yield more descriptive records of children's reading abilities. Using whole language assessment procedures such as student portfolios, teachers have documentation daily and have a much better picture of the child's learning.

In "What Special Education Teachers Should Know About Cooperative Learning," Mainzer, R., Mainzer, L., Slavin, and Lowry (1993) discuss several methods to use

cooperative learning in the classroom and their benefits. The authors give specific examples of lessons using cooperative learning. Cooperative learning enhances the achievement of all students and is an effective teaching strategy.

In "Making Computers Work For Students With Special Needs", Storeygard, Simmons, Stumpf and Pavloglou (1993) describe a computer course to aid in student writing. They state that one of the successful outcomes for students who initially were unable to write was the feeling of confidence when using the computer. Mainstreaming and peer conferencing were also successful outcomes.

Review of State Department of Education Documents

Documents reviewed by the authors are current materials, published between 1992-1994.

In "The Mystery Of Inclusion: Ideas From The Division of Special Education Dispel A Few Mythical Notions" (1992), several myths of inclusion are presented, such as "All special education students will be in regular education programs all of the time." Myths are clarified and a definition of inclusion is

given. Special education is a service, not a place and placement of students with disabilities depends entirely on the needs of the individual child.

In Highlights In Special Education (Highlights, 1993), "Serving Students With Disabilities in Regular Environments" Two-Year Study Yields Positive Results," a study was completed by The Ohio State University. Over 4000 students were served through experimental models during the 1991-92 and 1992-93 school years and they achieved more academically and socially. The data from the study is given.

Review of Related Materials

Related educational materials referenced by the authors were current, having become available between 1992 and 1994.

"CASE Future Agenda For Special Education: Creating A Unified Education System," (CASE, 1993) stresses the importance of creating one system which supports the educational needs of all students. The booklet also suggests doing away with the labeling of children and the separation of funds. Inclusion of children with disabilities into regular education with

support is the goal.

The Proposal for the Micro-Society Venture Grant (1994) fully describes the Micro-Society School and the goals for students. The proposal depicts in detail the roles of the children and the teachers within the miniature community. The proposal states several goals for the program, such as students will learn real life skills and discover their own unique talents and abilities to assume productive roles in society.

Inclusion laws are defined by Gallagher in "Inclusion, Reform, Restructuring And Practice." (1994) Decisions regarding the educational placement of students with disabilities must be based on the needs of the individual student. Inclusion means all students with disabilities and/or a need for related services have the right to receive their education in the regular classroom.

In "Portfolios: An Authentic Assessment Process", Cole and Ryan (1994) designed a booklet of reproducibles for teachers regarding the use of portfolios within the classroom. The booklet clearly states the purpose of using portfolios, the benefits and how to begin using them in the classroom.

Sampling of Opinions

The authors surveyed the teaching staff of their school to determine existing mindsets regarding both Micro-Society School concept and inclusive education. The method used was an open-ended questionnaire found in the Appendices, page 86.

Nine out of twenty-three questionnaires regarding micro-society were returned. Thirteen out of twenty-three questionnaires regarding inclusion were returned.

The major concerns regarding the micro-society program related to inservicing/staff development, with 77% of those responding to the survey listing it as necessary. The next concern was scheduling, with 55% identifying it as a problem. Third most mentioned, at 44%, was concern about time for planning and preparation.

Major concerns regarding inclusion related to the same areas, yet were in a different order of priority. Of those responding to the survey, 77% listed scheduling/time concerns as most important. Second, at 54%, were inservicing/staff development issues. Third, at 46%, was the concern regarding responsibility for planning, instruction, and grades.

According to overall teacher responses, the issues of scheduling and time were predominate concerns that fell into two major categories each. Category one represents scheduling and time considerations as they relate to special and regular teachers having the opportunities necessary to collaborate/consult. Category two represents scheduling and time considerations relating to inclusion of students with disabilities in the regular classroom.

Critique

The Masters Project was critiqued by the authors' district superintendent's administrative assistant, who remarked favorably regarding the technology applications as well as the concept of inclusive education merged with the Micro-Society School.

CHAPTER IV

RESULTS

A Resource Guide was designed to be used by regular and special education teachers for delivering services to students with disabilities in an inclusive setting within a Micro-Society School.

This Resource Guide includes an introduction, the philosophies behind Micro-Society School and inclusive education, strategies to assist regular and special education teachers with implementation, a glossary of terms with which the reader may be unfamiliar, suggested resources for additional edification, and appendices.

A RESOURCE GUIDE FOR REGULAR AND SPECIAL
EDUCATION TEACHERS DELIVERING SERVICES TO STUDENTS
WITH DISABILITIES IN AN INCLUSIVE SETTING
WITHIN A MICRO-SOCIETY SCHOOL

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INTRODUCTION

The school district has committed to a reorganization and restructuring effort with a strategic vision to develop students who are responsible, well-prepared, and disciplined; able to participate successfully in a global society. (Ramey, 1994) In response to this effort, the Micro-Society program has been planned requiring creation of a school environment in which all students are taught to apply core curriculum concepts and skills within a simulated community.

An inclusive education setting provides a sense of community. The limitations, as well as the abilities, of all students are valued. There are opportunities for students to develop a strong sense of self-worth along with concern and respect for others. Students learn to work interdependently as they work toward the same overall educational outcomes. (Schrag & Burnette, 1994)

The school district's proposal to implement inclusive education delivery services to children with disabilities under Experimental Model IV was approved by the State Department of Education beginning with the

1993-1994 school year. Model IV, by relaxing former state guidelines for special education, essentially allows students with disabilities to receive services as needed, where needed. Determination of what services to provide and where the services are to be provided, is based on the individual needs of the child. The IEP for each student is the document containing this information.

During the 1994-95 school year a service delivery system will be developed involving a special education teacher working collaboratively with a regular education teacher. Whenever regular education students are involved in micro-society simulations, all students with disabilities will be involved at whatever level deemed appropriate according to his/her IEP. Curriculum related instruction designed to develop knowledge and skills which will enable students to participate successfully in micro-society activities will be made available to students with disabilities, as well. Their participation, again, will be based on the individual needs identified within that student's IEP.

Initially the collaboration will occur at the

fourth grade level. As the system evolves, other teachers will be encouraged to develop collaborative teaming efforts and join the process. The continuing focus will be to start small, let the collaboration efforts grow as interest grows, and build on the successes.

Both Micro-Society and inclusive education represent new ways of looking at how we educate children. The two concepts seem to merge well, philosophically and pragmatically. However, teachers will need opportunities to learn about these concepts and will need resources to draw upon when striving to create classroom environments in which all children can be successful. The Resource Guide has been designed to support the efforts of teachers as they meet the challenges which lie ahead.

Included in the Appendices are the following samples: Making Inclusion Work, a diagram representing the philosophical components needed to create an inclusive education setting; An Inclusion Checklist which may serve as a tool for evaluating whether practices are consistent with intended goals for an inclusive education setting; Adaptations of Curriculum

identifying criteria for determining what to adapt and how to adapt it, along with sample organizational forms for implementing modifications; listings of the main characteristics of Experimental Model IV; and sample inventories which can be used in conjunction with portfolios for authentic evaluation of student progress in reading and written language.

Philosophy of Micro-Society School

The philosophy that schooling should be made more relevant by connecting lessons to actual societal institutions was held by Richmond (1989), designer of the Micro-Society School. That students learn best through experience is not a new belief, but it is taken to a higher level by the micro-society concept, where schools are organized to replicate actual communities. Students participate in relevant, interactive, and authentic activities based on real life experiences. The outcome is preparation of the whole child for meeting the ever-increasing demands of society.

Philosophy of Inclusive Education

The underlying philosophy of inclusive education arises from the belief (and now law) that all children have a right to receive a free, appropriate, public education alongside their peers, and that services provided to students with disabilities should occur in the least restrictive environment. This is further supported by lack of empirical evidence that self-contained special education is superior to placement in regular classes, particularly for students with mild academic disabilities.

Inclusive education represents a "commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend." (Rogers, 1993) Support services are brought to the child rather than sending the child to the services. The primary requirement is that the child can benefit from being in the classroom for instruction, not that he/she must keep up with the other students. (Rogers, 1993)

"Inclusion" reflects a value base; it is not a separate or isolated program, project, model, or event. Children ... regardless of ability or disability, are

not viewed as deviant. Instead, they belong as valued members of the school community." (Burley, 1994)

Students with disabilities have the opportunity to become meaningful members of the school community, to develop social relationships, to learn how to be contributing members of society. (Schattman & Benay, 1992)

ORGANIZATIONAL STRATEGIES

Creating an inclusive setting for delivering services to children with disabilities requires a willingness among special and regular education teachers to form partnerships. A cooperative, interactive process enables teachers to problem-solve effectively when developing opportunities for integrating students with disabilities into the regular classroom.

Following are examples of collaboration/consultation activities:

1. Collaboratively teaching any specific class includes:
 - a. shared planning, presenting lessons and checking assignments
 - b. possible adaptation of curriculum
 - c. incorporating input of both teachers into individualized programs for shared students

- d. participating in all parent conferences for shared students
- 2. Monitoring students with disabilities in any specific class includes:
 - a. checking for eye contact/attending behaviors
 - b. checking for correct notetaking, copying assignments, etc.
 - c. possible pull-out during class time:
 - 1) in regular classroom for regular education students having difficulty
 - 2) in regular classroom for students with disabilities having difficulty
 - 3) in regular class room for regular education students plus students with disabilities to work on area of common difficulty
 - 4) in resource room with any of the above combinations
 - d. visual check for understanding prior to reteaching
 - e. supplementary notetaking for students with disabilities

f. checking for appropriate use of in-class study time

3. Developing units in social skills, reasoning and problem-solving skills, or study skills
4. Serving as consultant to a specific class, sharing materials and expertise in planning for students with disabilities
5. Adaptation of mainstream materials for regular education students with additional needs and/or students with disabilities

The following describes collaborative teaching to accomplish three particular goals:

1. Provide learning opportunities in the community for students with disabilities along with their nondisabled peers as models.

2. Provide opportunities for application of skills in the community for all students at their individual levels of ability.

3. Develop a teaching partnership between special and regular education teachers, allowing students with disabilities to be integrated into the regular classroom and regular education students to learn in community settings.

Objectives are created for small groups of students at their individual ability levels and, to optimize instruction, each trip is limited to two to five students. For instance, a trip to the grocery store, involving students from second, third and fourth grade classrooms who joined the students with disabilities, had the following objectives: a) read street crossing signs/signals and information signs; b) demonstrate safe street-crossing behavior; c) read a list; d) select items needed; e) compare prices of similar items; f) count money to make a purchase; and g) demonstrate appropriate purchasing behaviors - waiting in line, handling money, waiting for change, carrying purchases. A lunch or snack was prepared after the trip, using items purchased at the grocery. These activities were supervised by the special education teacher. (Field, Leroy & Rivera, 1994)

Co-teaching involves two teachers planning lessons together, instructing together, sharing the responsibilities of assessment together. Sometimes students with disabilities are grouped into a single classroom and the special education teacher co-teaches every day. Sometimes the special education teacher

splits his/her time among several classrooms; for example, co-teaching social studies in a third grade class on Monday and Wednesday, in a fourth grade class on Tuesday and Thursday, with Friday set aside as flex-time to be used as needed.

Other ways to organize for co-teaching: 1) as one teacher instructs the large group, the other circulates around the room, paying particular attention to the students with disabilities, yet available to any student having difficulty; 2) the class is divided into two groups with each teacher presenting the same information to a smaller group; 3) one teacher provides remediation for any students who need it; the other teacher provides enrichment for the rest of the students; 4) both teachers instruct the whole class at the same time - one models a skill while the other describes it; both role-play for the students; both share the presentation.

Tips for successful co-teaching:

1. Planning is the key. Make time to plan and discuss exactly how you will work together.
2. Discuss your views on teaching and learning with your co-teacher. To be effective, teachers should

share basic beliefs about instruction.

3. Attend to details. Clarify classroom rules and procedures.

4. Prepare parents. Explain that having two teachers in the class gives every child the opportunity to receive more attention.

5. Join together to create a nurturing, accepting classroom environment.

6. Avoid the "paraprofessional trap". The special education teacher becoming a classroom helper is the most common concern about co-teaching. Functioning in this way wastes the talents of two professionals. Plan together to create a true partnership.

7. When disagreements occur, talk them over. To have disagreements is normal, but it is important to deal with concerns while they are minor.

8. Go slowly. Periodically stop to evaluate what is working and what may need revision. (Friend & Cook, 1992)

A specific example of co-teaching involves a first grade teacher and a teacher of students with disabilities using a functional curriculum. Lessons were developed combining first grade social studies and

math skills taught in a functional format to both groups of students. A predesigned resource area was the main setting for the lessons, although some took place in the first grade classroom. One series of lessons centered around operation of a store at school. The first grade social studies lessons focused on economics, involving concepts of needs, wants, supplies, and demand, reinforcing skills needed to run the store. "...the repetition and functional aspects of the lesson design that are so much a part of the special education curriculum also are instructionally and socially sound for general education peers of the appropriate age." (Beck & Broers, 1994, p. 45) The students were able to learn a lot about each other, discovering that they are more alike than different. (Beck & Broers, 1994)

INSTRUCTIONAL STRATEGIES

COOPERATIVE LEARNING

Think-Pair-Share is a simple cooperative learning strategy which has been found to work well with students who are problem solving. This strategy is based on the concept that every student must

participate and that, given enough time, students will provide accurate answers. (Lyman, Foyle, Azwell, 1993)

1. **THINK.** After a teacher's question, some students immediately blurt out incorrect answers, and brighter students may burst out with the correct answer. Because they are primarily interested in sharing, students have not had enough time to think through their response. In the think mode, students quietly read, reflect upon an answer, or work out a problem alone.

2. **PAIR.** When the teacher signals for the pair mode, students get together with a partner to combine their thinking or problem solving. Students are highly involved in the learning process as they take turns explaining their knowledge to their partner.

3. **SHARE.** When each student has had time to consider a partner's thinking about the problem, it is time to share with the whole class. At this point, student responses are usually more thoughtful because they were discussed in advance with another student. Also, students are interested in how closely their responses match those of other pairs. If a pair of students happens to be incorrect, other pairs shed light on the question or problem.

Activity - The 12 Days of Christmas

Objective: The students will solve a story problem related to the seasonal song, "The 12 Days of Christmas" and determine the total number of gifts given.

Materials: Tape recorded version of the song, "The 12 Days of Christmas" or the written words for the song. Calculators may be used if the teacher desires.

Procedure: The teacher indicates to the students that they will be working with partners in a Think-Pair-Share activity. The teacher may pre-assign partners in order to place students strong in mathematics with students who need help. After playing the

song or handing out the lyrics, students work individually on the problem (**think mode**), What is the total number of gifts given during the 12 days? When students have completed their private calculations, they join their partners (**pair mode**) and determine who has the correct answer and how it was arrived at. Some teachers may allow students to assist each other during the think mode if one of the students is stuck on the problem or needs a hint. When the pairs of students have finished comparing answers and strategies, the teacher calls pairs of students to the board to show their answers for each of the 12 days. Finally, the pairs write the total number of gifts for all 12 days (**share mode**). Even though this process takes time, it gives the students consistent and immediate feedback from each other and the teacher. In addition, the students are not as embarrassed about presenting incorrect information and being laughed at by other students. Finally, the students who might have been left out of the process feel a sense of accomplishment from working in front of the class.

Individual Accountability: The teacher supervises students during the think mode, helping them as they individually work on the problem. A similar problem may be given as a test or quiz after a story-problem unit or series of lessons, in order to evaluate the retention of individual students.

Follow-up: Once students become comfortable with the Think-Pair-Share process, and succeed at coming up with the correct answers and procedures (the product), the teacher may continue to use the process with story problems found in textbooks, teacher's manuals, or enrichment materials. (p. 81)

Another successful cooperative learning strategy is **group investigation**, a method specifically developed to promote appreciation of individual and cultural

differences among children. Students follow a series of six steps directed by the teacher over a given period of time. (Lyman, et al. 1993) This process includes:

1. **Topic Identification.** The teacher and/or the students identify research topics. The teacher may indicate the general area of study such as a period in history. The students may brainstorm individually or in groups to come up with the names of historical persons to study.

2. **Small Group Planning.** The teacher divides the class into small groups. These small groups are responsible for developing the subtopics that relate to the person who is being investigated. The students may examine their textbook or other resources and come up with a variety of subtopics, such as California, Texas, farm workers, unions, lettuce, and grapes.

3. **The Investigation.** The students begin to gather information. They may divide their material into subtopics or work on all the topics together. They may share information with other groups, discuss the information, and generally become knowledgeable about the subject. For example, one student in the Cesar Chavez group might look for information about what Cesar Chavez had to do with farming.

4. **The Group Report.** The students make a report to the class on the information they have found. They may use any active participation approach (example: skits about farm workers picking lettuce). During this preparation time, students discuss the best way to present the researched information. Each group and each individual in the group assists in reporting to the class. The class watches, listens, takes notes, asks questions, and absorbs the other groups' reports. The students might ask such

specific questions as "How much money did the farm workers get paid for picking lettuce?"

5. **Evaluation.** As in most cooperative learning strategies, the students may appraise their own individual work, the group's work, and the class's work. Teachers often use written essay evaluation, checklists, and observation sheets.

Innovative evaluation can take place, such as drawing a picture of the class in action, or drawing a picture that captures the key ideas of the reports. Normal quizzes and tests are often but not always given to the students.

(p. 79)

A third example of cooperative learning, from Stainback & Stainback, (1992) involving a student with a disability (John), is as follows:

When this lesson occurred, John had only been in his local second grade for one month and was integrated into the combined first and second grade. Although John occasionally vocalized loudly, he did not use his vocal behavior to communicate. A major educational goal in developing an augmentative communication system was to assess and develop John's use of various switches on communication devices such as tape recorders. Other behavioral goals were for John to remain with a group throughout an activity, refrain from grabbing others' materials, and refrain from making loud vocalizations when in a group.

In this lesson, students were assigned to groups of five. All of the group members, including John, were expected to sit in a circle, remain with the group throughout the activity, and keep their voices at a conversational level. Groups were first assigned the task of listening to a "talking book" while following along with the illustration from the original story text. Members of each group were assigned specific

pages of the story book in coordination with the tape recording; another was to turn the tape recorder on and off. John was assigned the latter role for his group. The role was adapted so that John operated the tape recorder by pushing on a panel switch that needed to be pressed down continuously in order for the tape to play. John received hand-over-hand assistance to activate the switch, as needed, from one of the two teachers. This assignment not only gave John a valuable and needed role in his group, but also addressed two of his IEP goals. First, it introduced him to a new switching mechanism and created an opportunity to assess the switch's potential for use in a meaningful real-life situation. Second, it inhibited John's grabbing behavior by requiring him to perform, with at least one of his hands, the incompatible response of pushing a switch to activate the tape recorder. It should be noted that a tape recorder is a popular educational and leisure device among children and adults and would be appropriate for John to eventually learn to use independently.

When each group finished listening to the story, members generated and agreed upon answers to a set of related questions. They then formed a large group and shared their responses. John's objectives for this portion of the lesson continued to be behavioral in nature - to stay with the group and to refrain from making loud noises, or grabbing others' materials. (p. 126)

Another effective cooperative learning strategy is "Pairs Check". Teams break into two sets of pairs. Partners work on an assignment such as a worksheet. One student works the problems while the other, the coach, watches, and helps, if necessary. Next, the coach checks his/her partners work for agreement. If

the partners don't agree on the answer, they may ask the other pair on the team. If the team as a whole cannot agree on an answer, each teammate raises a hand. The teacher knows four hands up is a team question. If the partners agree on the answer, the coach offers his or her partner a praiser. (Kagan, 1992)

PORTFOLIO ASSESSMENT

Portfolios are purposeful gatherings of products to demonstrate student performance. They are an assessment strategy that documents both the goals of instruction and the student's progress toward those goals. Their appearance and format vary widely because they serve different purposes. Emphasis is on strengths, improvement, development and control of skills, personal preferences, and appreciations. These provide a broader picture of a student's achievement by showing the unfolding of skills over time, rather than a one-time performance on a standardized test. (Cole & Ryan, 1994)

"Portfolio evaluation involves two steps: first, collecting data, and secondly, making judgements about all aspects of teaching and learning for both students and teachers. Evaluation should be consistent with the

teacher's philosophy and the way the children have been taught. Evaluation includes the process, the product, and attitudes." (Routman, 1988, p. 213) Grindler and Stratton (1992) describe systematic assessment procedures, which yield more descriptive records of children's reading abilities, as alternatives to standardized testing. Today's teachers feel pressure to be accountable for their instruction, grades given to students, and the importance of students' test scores. Young children can become "test wise" after completing a large number of objective type activities and tests do not show the full picture of the child's knowledge. Grindler and Stratton (1992) believe that the time has come to develop programs of documentation to better assess reading rather than merely standardized testing. (Grindler & Stratton, 1992) "Standardized testing seems to focus on what children can't do, as opposed to what they can do." (Routman, 1988, p. 215)

Portfolios link: a) Curriculum, instruction, and assessment; b) Student responsibility, teaching, and learning; c) Grade level, unit, and lesson outcomes with district outcomes; d) School and community; and e)

Teachers, students, and parents. (NEA, a., 1994) The following is a list of possibilities for portfolio entries provided by the National Education Association (1994):

1. Learning-Log Entries
2. Writing Samples
3. Spelling Samples
4. Handwriting Samples
5. Various Text Pages that Students Have Mastered
6. Audiotape Recordings of Readings, Reports, or Demonstrations
7. Videotape Recordings of Readings, Reports, or Demonstrations
8. Computer Disks of Various Work
9. Artwork
10. Photographs
11. Lists of Books Read
12. Skills Checklists
13. Self-Assessment Sheets
14. Personal Goals Sheets
15. Outcomes Checklists
16. Assessment Narratives (Agreements made during conferences)
17. Parent Reflections on Portfolio (pp. 22-23)

Use of Technology

Utilizing interactive technologies (Storeygard, Simmons, Stumpf, Pavloglou, 1993) to include students with disabilities in the life of the school represents great potential. Both teaching and learning can be greatly enhanced by recent technological advances. (CASE, 1993)

The most familiar technology, of course, is

computers. Opportunities to learn how computers can be used in the classroom with students have been made available to teachers through staff development programs. Educational software has been provided, as well.

Following is an example of how computer technology facilitated the writing process for a group of students with disabilities in a middle school.

A course at the middle school level was developed to meet the needs of reluctant writers. The first five weeks stressed skills - keyboarding, spelling. Short writing assignments, such as a simple paragraph or descriptive sentences on an assigned topic, were introduced next. Finally, the content of the course began shifting to make mainstream work the primary focus. English and social studies courses provided the majority of the assignments. As students became more proficient at using the word processors they were able to focus on development of editing skills. A significant outcome for many students with handwriting difficulties was the ability to produce legible work, which brought positive feedback from mainstream teachers and students, as well. Not only did the

course enable reluctant writers to improve writing skills significantly, but their participation in mainstream learning was facilitated. (Storeygard, et al. 1993)

In another instance, a student with cerebral palsy in an early childhood classroom was faced with an assignment to read aloud a story to her classmates. How could she participate when articulation of words was so difficult for her? The answer involved using a mouse to select icons on a computer screen thereby operating a CD-ROM-based program to tell a story. It was enhanced by motion-picture cartoons on video, recorded narration, sound effects, and music. This technology allowed her to interact with her classmates during storytime. (Sawyer & Zantal-Weiner, 1993)

Word processing, electronic encyclopedias, telecommunications capabilities, braille-literate software are just a few of the many technologies which can enable students with disabilities to successfully participate in regular classrooms. (Sawyer & Zantal-Weiner, 1993)

SUGGESTED RESOURCES

Common Miracles: The New American Revolution In Learning (videotape). ABC News Special With Peter Jennings. 1994.

This video shares educational programs being implemented throughout the United States based on the premise that everyone can learn. It has been discovered that as an individual learns, the brain grows therefore all children have the ability to learn. Multiple intelligences are identified. The micro-society program is one of several programs highlighted in the video.

Jasmine, J. (1992). "Portfolio Assessment For Your Whole Language Classroom." Teacher Created Materials, Huntington Beach, CA.

This book includes how to begin portfolio assessment in the classroom and has many reproducibles. This book also includes information about whole language, the writing process, and record keeping. This book is a useful resource for teachers.

NEA Professional Library. a. Student Portfolios. (1994). West Haven, CT.

This book shares ways that eight innovative teachers use portfolios to enhance and assess learning in elementary and secondary classrooms.

NEA Professional Library. b. Time Strategies. (1994). West Haven, CT.

This book discusses ways busy teachers secure time for effective teaching and learning, professional development, and school change efforts. This book covers strategies such as early release days, team teaching, and block scheduling.

NEA Professional Library. c. Toward Inclusive Classrooms. (1994). West Haven, CT.

Many teachers of all grade levels cite their experiences of striving to create classroom environments in which all children can succeed. Specific inclusive methods are discussed.

Mainzer, R., Mainzer, K., & Lowry, B. (1994). "The Cooperative Collaborative Process and Students Service Learning." International Council For Exceptional Children Conference, Spring 1994. This booklet describes the cooperative collaborative process, mission, essential elements, and methods to use in the classroom.

Rogers, J. (1993). "The Inclusion Revolution." Phi Delta Kappan. May 1993, 1-4. This article contains facts regarding inclusion, federal law, how inclusion affects classmates, the definition of supplementary aids and services, and a vision of how inclusion is seen. Specific examples of inclusion are included.

Stainback, S., & Stainback, W. (1992). Curriculum Considerations in Inclusive Classrooms. Baltimore, MD. This book includes many authors who discuss various classroom and curriculum strategies for supporting an inclusive school environment. This book also states the advantages of inclusive schools and gives many strategies for teachers to use. It is an excellent resource for all teachers and administrators.

"Techniques for Including Students with Disabilities - A Step-by-Step Practical Guide for School Principals." Shinsky Seminars Inc. Lansing, MI. This publication provides reproducible checklists to be used for staff development on inclusion.

"Winners All: A Call for Inclusive Schools." (1992). National Association of State Boards of Education, Alexandria, VA. This report features descriptions of how schools, school districts, and states have transformed their schools into effective learning environments for all children. Examples of inclusive policies and programs are provided.

GLOSSARY OF TERMS

IEP - Individualized Education Plan; contains specific information regarding the instructional needs of a special education student

Micro-Society - Creation of a school environment in which all students are taught to apply core curriculum and skills within a simulated community

Inclusion - A philosophy/value which reflects a commitment to educate all children, regardless of ability or disability, to the maximum extent appropriate, in the least restrictive setting, alongside their peers

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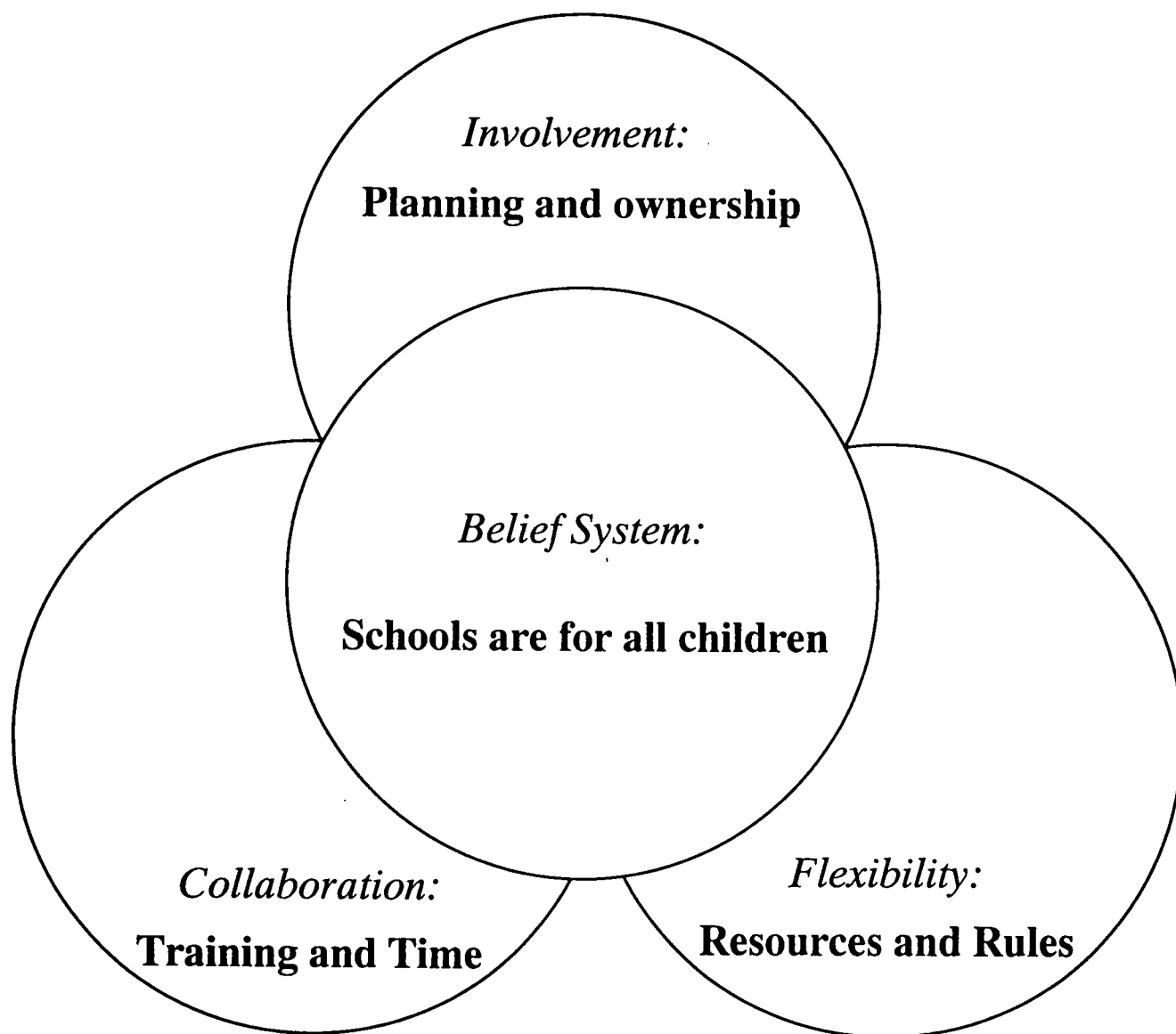
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APPENDICES

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Cole & Ryan (1994)	

Making Inclusion Work



Ohio Department of Education. (1992). "The Mystery of Inclusion: Ideas From The Division of Special Education Dispel A Few Mythical Notions." Division of Special Education, Columbus, OH. 1992

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 instruction 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 success, 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 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)?

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Research Bulletin. (No. 11).
Bloomington, IN: Center for
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Adaptations of Curriculum: Establishing Standards

- I. What are the instructional goals of the majority of students?**

- II. Based on the student's I.E.P , which of these goals are most immediately and concretely relevant?**

- III. Which applications of the selected goals are useable by the student in current and/or future environments?**

- IV. Which targeted behaviors as per the I.E.P(academic, social, behavioral, functional) can be taught while general education instruction occurs?**

Elliott, J., & Sacca, K.C. (1994). "Curriculum Adaptation: Who Does What For Whom?" as presented at the 1994 CEC Annual Convention, Denver, CO. April 1994.

MEETING IEP OBJECTIVES IN GENERAL EDUCATION

DAILY SCHEDULE OF ACTIVITIES

[illegible]

CODE ✓ - **Opportunity to Address Objective**

Elliott, J., & Sacca, K.C. (1994). "Curriculum Adaptation: Who Does What For Whom?" as presented at the 1994 CEC Annual Convention, Denver, CO. April 1994.

GENERAL EDUCATION CLASSROOM INVENTORY

Period: _____ Time: _____ Subject: _____

Goals for regular education students:

Sequence of Events/Activities/Interactions

What is the teacher doing? (e.g., giving directions, lecturing, setting up groups, questioning...)	What are the students doing? (e.g., listening, sitting at desks, sitting in groups, working independently, working with peer...)	Materials Used	Student Response Modes

HIERARCHY OF QUESTIONS FOR SELECTING CURRICULAR AND INSTRUCTIONAL MODIFICATIONS

Activity/Subject: _____ Time: _____

Priority Objectives:

Hierarchy of Curriculum & Instructional Modifications What would the student do? Necessary supports/resources Who is responsible to secure?

1. Can the student participate in the activity like any other student? (No adaptation necessary)		
2. Can the student participate in the activity with changes in materials, equipment, input/output mode, or skill sequence/rules? (Individualized adaptations)		

MODEL FOUR

TEAM TEACHING

large group or small group activities

PULLOUT .. BUT ONLY WHEN NEEDED

children without IEPs can also be in the pullout service
can be used also for enrichment programs
can become an "envied" activity
not exclusive to children from special education

ONE-ON-ONE INSTRUCTION

for any child in the classroom

CONSULTANT ROLE FOR SPECIAL EDUCATION TEACHER

may not need to be in regular education classroom
can prepare or help prepare modifications etc.
can split his/her time more effectively between classrooms

ADDITIONAL FLEXIBILITY

**ALL models can be CROSS-CATEGORICAL
STUDENTS
TEACHERS**

**ALL models can have some form of TEAM TEACHING:
MODELS I & IV: with regular or special ed.
MODELS II & III: between special education.**

**SOME models can help children who do not have IEPs:
MODELS I, II & IV.**

**The special education teachers can wear more than one hat:
Teacher: all models
Tutor: Model IV
Consultant: all models**

None of the models precludes MAINSTREAMING

Early Reader Inventory

Name: _____ Date of Birth: _____

EARLY READER BEHAVIORS	Grade/Date				Anecdotal Notes
Has established 1-to-1 correspondence					
Chooses to read independently					
Expects to get meaning from print					
Takes risks with unfamiliar text					
Reads word-by-word with finger or voice					
Begins to integrate strategies and cross-check cueing systems: <input type="checkbox"/> Rereads when it doesn't make sense <input type="checkbox"/> Self-corrects errors <input type="checkbox"/> Relies more on visual cues than pictures					
Recognizes high-frequency words out of context					
Spells some high-frequency words correctly					
Enjoys writing					
Uses resources to help spell words					
Enjoys shared reading experiences					

Fluent Reader Inventory

Key
N-Not observed
B-Beginning
S-Secure

Name: _____ Date of Birth: _____

	Grade/Date				Anecdotal Notes
FLUENT READER BEHAVIORS					
Integrates strategies automatically and cross-checks cueing systems					
Uses strategies flexibly for familiar and unfamiliar text					
Has a large sight word vocabulary					
Moves from reading aloud to reading silently					
Chooses appropriate books for own purposes					
Reads a series of books written by a favorite author					
Reads short chapter books with the support of pictures					
Reads chapter books for longer periods of time					
Responses show reflection from different points of view					
Reads books to pursue particular interests					
Reads informational books but still needs support with expository text					
Realizes that different texts demand different strategies					
Is capable of reading different kinds of text across the curriculum					
Reads a variety of sources to independently research a topic					
Has developed a personal taste for fiction and/or nonfiction books					

ple, D., & Ryan, C. (1994) "Portfolios: An Authentic Assessment Process." Spring 1994, 4-8.

Written Language Inventory

Emergent and Early Writer (Side 1)

Name: _____ Date of Birth: _____

THE WRITING PROCESS	Grade/Date				Anecdotal Notes
Uses a picture to write					
Uses scribbles or symbols					
Random use of letters, symbols					
L to R directional movement					
Understands that writing symbolizes talk written down					
Chooses own topic					
Reads writing to others					
Takes risks in writing					
Personal voice heard in writing					
Innovates on language patterns					
Uses simple beginning, middle, end					
Writes title for story					
Matches Illustrations to text					
Attempts to write in different modes: story or tale, letter, diary					
Uses beginning editing skills: capitals and periods circles words misspelled					

le, D., & Ryan, C. (1994) "Portfolios: An Authentic Assessment Process." Spring 1994, 4-8.

Key
N-Not observed
B-Beginning
S-Secure

Written Language Inventory

Emergent and Early Writer (Side 2)

Key
N-Not observed
B-Beginning
S-Secure

Name: _____

	Grade/Date				Anecdotal Notes
PUNCTUATION/CAPITALIZATION					
Uses PERIODS					
Is aware of question marks, exclamation points, commas, quotation marks					
Uses capitals at the beginning of sentences					
Uses capitals for most proper nouns					
SPELLING					
Random use of symbols, scribbles, letters					
Uses initial consonants					
L to R progression in words					
Spaces between words					
Takes risks in spelling					
Uses initial, final consonants					
Conventional spelling of some words					
Uses incorrect vowel but in correct place					
Conventional spelling of word endings					
Vowel approximations are more accurate					
Recognizes misspellings					
Uses classroom resources to check spelling					
GRAMMAR					
Uses complete sentences					
Uses compound sentences linked by "and"					

ole, D., & Ryan, C. (1994) "Portfolios: An Authentic Assessment Process." Spring 1994, 4-8.

Written Language Inventory

Fluent Writer (side 1)

Key
N-Not observed
B-Beginning
S-Secure

Name: _____ Date of Birth: _____

	Grade/Date				Anecdotal Notes
WRITING PROCESS					
Self-selects topic					
Fully developed beginning, middle, end					
Reads information to include in writing					
Develops writing topic with details					
Summarizes information in own words					
Writes within all domains: narrative/descriptive informative/expository					
Understands his/her own writing process					
Writing is meaningful and enjoyable					
Prewriting or rehearsal strategies					
Takes notes, makes lists Collaborates, talks Uses clustering, mapping Uses outlines					
Rough draft					
Writes for a purpose and audience Willing to take risks Uses a word processor					
Revising					
Initiates revision Willingly shares writing Gives and receives advice					
Editing					
Self-initiates editing Uses editing conventions					
Publishing					
Sees self as an author Shares finished piece					


ole, D., & Ryan, C. (1994) "Portfolios: An Authentic Assessment Process." Spring 1994, 4-8.

Written Language Inventory

Fluent Writer (side 2)

Key
N-Not observed
B-Beginning
S-Secure

Name: _____

	Grade/Date				Anecdotal Notes	
PUNCTUATION/CAPITALIZATION						
Uses ending punctuation (.?!)						
Uses commas						
Uses quotation marks						
Uses appropriate capitalization						
GRAMMAR						
Uses verb tense agreement throughout writing						
Uses subject/predicate agreement						
Uses paragraphs						
Varies sentence beginnings						
Uses figures of speech						
SPELLING						
Marks approximations for checking later						
Spells a large collection of words automatically						
Uses resources to check spelling						
						

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The authors' school district has committed to a reorganization and restructuring effort. The strategic vision for the district is the development of well prepared, responsible students. In response to this effort, the authors' building is to be organized as a Micro-Society School, a concept requiring creation of a school environment in which all students are taught to apply core curriculum concepts and skills within a simulated community.

An inclusive setting provides a sense of community. There are opportunities for students to develop a strong sense of self-worth along with concern and respect for others. The change to a service delivery system which includes students with disabilities in the regular classroom more of the time will require development of a plan to create awareness regarding what inclusion means and how it can be implemented within a Micro-Society School.

The purpose of this study was to design a resource guide to be used by regular and special education

teachers for delivering services to students with disabilities in an inclusive setting within a Micro-Society School.

The resource guide provides the following: an introduction, the philosophies behind micro-society and inclusion, strategies to assist regular and special education teachers with implementation of an inclusive service delivery model, a glossary of terms with which the reader may be unfamiliar, suggested resources for additional edification, and appendices.

Conclusions

Based upon the review of the literature, the philosophies of inclusion and the micro-society concept, the resource guide was constructed and may be used by regular and special education teachers.

Recommendations

The resource guide is recommended for regular and special education teachers who need specific methods for implementing a service delivery model for students with disabilities in an inclusive setting within a Micro-Society School. The guide provides a current overview of micro-society and inclusion. The authors recommend that this resource guide further evolve with

on-going staff development, increased parent and community involvement, along with continual updating and revision based on changing educational needs within the school environment.

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APPENDICES

OPEN-ENDED QUESTIONNAIRE

Here is an example of the questionnaire given to the teachers:

Please list your "Top 10" concerns regarding Micro-Society:

(Rank order with #1 being the greatest concern)

(Please complete independently)

Please list your "Top 10" concerns regarding Inclusion:

(Rank order with #1 being the greatest concern)

(Please complete independently)

Return by: June 7, 1994 Name (optional)

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