A RESOURCE GUIDE FOR THE INCLUSION OF SPECIAL NEEDS CHILDREN IN THE REGULAR CLASSROOM

MASTER'S PROJECT

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by

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DEDICATION

This project is dedicated to my husband, Gary, and our children, Keila Nicole, Matthew Gary, and Shannon Jean, my parents, and my brother Ken, who encouraged and motivated me to complete this project.
CHAPTER I

INTRODUCTION

What is inclusion? The concept of inclusion means that children with a disability have the same chances and choices as their peers. In the inclusive classroom where children are grouped heterogenously students without disabilities learn to appreciate and accept individual differences. Inclusion is not just attending the neighborhood school with peers, but learning with them. Educating all children together involves developing skills and human qualities and values. Inclusion is not a dream of tomorrow; it is a reality of today.

Before the 1940's, all students who were labeled 'ineducable' were educated together no matter what their ability. In the 1950's, there was a trend toward special education: special schools, special schools, special classes, and special education teachers. In the 1980's there was a swing back toward educating all children together in one education system.

The issue of how services are brought to children with special needs is presently being challenged. Instead of having separate
programs, the vision is that regular and special education be restructured as one system.

Public Law 94-142, the Education for All Handicapped Children Act of 1975, states:

Each public agency shall insure: That to the maximum extent appropriate, handicapped children . . . are educated with children who are not handicapped, "and that children be segregated "only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (P.L. 94-142, 20 USC Section 1412 (S)) PEAK, p. 22.

The intent of the law is that all children be educated in the least restrictive environment with the availability of supplementary aids and services. The traditional system of providing a pull-out program where children with disabilities were educated in a separate resource room seemed to be working well, but the effectiveness of this structure in special education was not encouraging. National statistics showed that where the drop-out rate for all students was 25 percent, the rate for students with disabilities was 36 percent. Of students who graduated from special education programs, 66 percent were reported to be unemployed three years after leaving school.
When the resource room is used, children with disabilities make daily trips in and out of the classroom. There is a loss of instructional time, learning is fragmented since it is taking place in two different environments, and many regular classroom activities are missed because the child is in a resource room at that time. The students also receive a special label which can further isolate them and promote negative attitudes about school and learning.

In the 18 years since Public Law 94-142 became a law, there has been a challenge to develop strategies for supporting students in the regular classroom. Children have the right to be educated in their home school. The Homecoming Project (1986), which was developed in Vermont, was designed to bring "home" students from regional special education programs and prevent other students from ever being placed in them.

According to Stainback (1992) services and supports are provided in integrated classroom settings. This means that instead of pulling the student out of the regular classroom, or educating them in a self-contained classroom, the service or support is brought to the student. The focus in inclusive education is on determining ways students can get their educational and related
needs met within the existing natural and normal classroom setting. Through inclusion, students with disabilities encounter the expectations and understand the diversity of our society. The children need not all have the same academic goals to be educated together. Developing self-esteem, one of the most significant learning outcomes for all children, will lead to the motivation to learn and a mutual respect for individual differences.

In order to create an inclusive education system, collaborative schools must be developed where professionals problem solve and make decision about individual learners. It involves restructuring the present system and using teaching strategies to meet the needs of all children.

Teaching strategies play an important role in meeting the needs of children with and without disabilities. The author feels that the teacher needs to grow professionally and be willing to investigate the various strategies available for meeting individual needs. It is also necessary to restructure the classroom, from one that contains rows of seats to one where cooperative learning will occur.

It is essential that the positive attitude toward inclusion start with the classroom teacher and be developed along with the
inclusion process. The teacher serves as the role model for her students, staff, parents, and community. The way a teacher welcomes a special needs child into the classroom can have a tremendous impact on the actions and attitudes of the students.

The author hopes that the outcomes of this study will help others understand the importance of inclusive education. What effect will inclusion have on the school system of the future? The National Association of State Boards of Education (NASBE), is calling for a “fundamental shift” away from the current “separate and isolated system” of special education toward an inclusive system that focuses on outcomes for all students. (Behrmann, 1992) The author believes that by the year 2000, the inclusive school will be an accepted model in education. Therefore, the preparation for inclusion must take place now so that the norm is inclusion, not exclusion.

Problem Statement

The purpose of this study was to develop a resource guide for inclusion of special needs children to be used by regular primary and special education teachers.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

Philosophical Views

To completely understand inclusion and integration, it is necessary to look back historically at the evolution of schools and services for the disabled. At first there was no educational opportunities for special needs children, and all were assumed to be "ineducable" or unable to benefit from education. It was also assumed that these children were not entitled to regular educational services.

Disabled children were later sent to residential schools, but these soon became large public institutions whose purpose became one of protecting persons with disabilities from the outside world.

In the late 1940's and early 1950's, disabled children were starting to be served in public schools in special education classes. However, the more severely multiply disabled students were not included until the 1960's. Parent advocates for these children were responsible for these changes. Public Law 94-142 provided that disabled students be educated in the least restrictive environment.
This law provided a legal basis for court cases where parents wanted their child educated in the regular classroom.

According to Halvorsen (1990), the philosophy of inclusion means far more than just placing a child with disabilities in a regular education setting. It means that the child is a valued member of that setting. Research indicates that students with disabilities do better in a less restrictive environment. These students with special needs will have better educational outcomes when the placement is integrated as compared to segregated.

Another philosophical view, according to Forest (1991), is that inclusion is more than a philosophy; it is a natural way of life. Inclusion needs to be a part of social and academic activities. It means that the new "basics"—acceptance, belonging, and community, and the new three R's—reading, writing, and relationships, do not just occur from 8:30 a.m. to 4:00 p.m. Inclusion is a way to teach others how to share, communicate, and join together to overcome prejudices of those who do not believe that everyone can belong.

Another basic philosophy of inclusion states that educating all students in the mainstream is to provide each student the
opportunity to learn to live and work with his or her peers in natural, integrated educational and community settings. Stainback (1990) suggests the analogy that both society and the school systems are at a crossroads where two roads lead off. One is the road to inclusion and the other is the road to exclusion. It is at this point where parents, teachers, and community members must choose which road to follow. The exclusion road suggests that there is neither time nor money to provide a quality education for all students with special needs. Choosing the road to inclusion allows society to educate all children where they benefit from the relationships they make with each other.

Although the road to inclusion signifies the end of labeling, special education, and special classes, it does not mean the end of necessary supports and services. Stainback (1990) establishes the importance of supports for special needs children by stating:

The personnel, curriculum, and methods in special education are definitely needed to provide all students educational and related services that meet their individual needs. However, in truly integrated schools, they too, need to be integrated into the regular education and become "regular" education personnel, curriculum, and methods. (p.15)

Another philosophical view of inclusion offered by Fullwood
views inclusion as accepting that all persons should be equally valued, provided equal opportunities, viewed as unique, and be exposed to and learn from and about people with diverse characteristics. Children with special needs should not just attend the neighborhood school with their peers but learn with them. They should not be left out of activities but participate in them. Inclusion aims to ensure that all individuals have the same chances and choices.

According to Behrmann (1992), a brief philosophical statement of inclusion is based on the premise that all children can and will learn. As recently as October 1992, a group of policymakers released a report calling for a "fundamental shift" away from the current "separate and isolated system" of special education toward an inclusive system that focuses on outcomes for all students. According to this report, the success stories of inclusion are often the result of the commitment by a few individuals rather than a total commitment by all for restructuring the education system. It is important to focus on outcomes, but focusing on outcomes alone is not enough. When there are low expectations for children, they must be raised along with program standards. There are many at-
risk children who need special help and are underserved by the schools.

State boards of education have been called upon to articulate three recommendations. Listed below are these recommendations.

State boards of education must create a new belief system and vision for education in their states that include ALL students. Once the vision is created, boards must provide leadership by clearly articulating goals for all students and then identifying the changes needed to meet those goals.

State boards should encourage and foster collaborative partnerships and joint training programs between general and special educators to encourage a greater capacity of both types of teachers to work with the diverse student population found in fully inclusive schools.

State boards, with state departments of education, should sever the link between funding, placement, and handicapping label. Funding requirements should not drive programming and placement decisions for students. (p. 9)

A different philosophical view of inclusion is suggested by the Syracuse City School District (1991). Inclusion is a daily on-going process, not just mainstreaming for special activities. This view means that no one is rejected or left out. The focus is on each individual's abilities and possibilities and not on disabilities and limitations. Everyone has different skills, talents, and gifts and no
one has to be good at everything. The team approach is also essential, and the school staff, students, and parents work together as a team. Inclusion is a daily, on-going process, not just mainstreaming for art, lunch, music, and physical education. In inclusive education, there are opportunities for all to learn and work together.

Understanding the philosophy is essential if inclusion is to be established in a school system. Another necessary feature for inclusion to work includes adopting the team approach to teaching.

Reasons Why The Team Approach Is Essential

According to York (1989), one reason why the team approach to inclusion is essential is to facilitate problem solving techniques to achieve a mutual goal. Each team member contributes unique perspectives and expertise. Collaboration is the key to successful inclusion of all students in regular classes. Each team member has an equal role where they contribute their expertise or experience to the problem solving situation. York discusses the benefits of teamwork by describing how members work as a group to problem solve as opposed to individual efforts. Group work not only yields
better results, but working in a group promotes support of team members, provides a variety of perspectives and expertise, and allows group problem-solving strategies to evolve.

Another reason why a support team for inclusion is established is to provide a model for others in the system involved with mainstreaming. (Stainback, 1992). Inclusion cannot be successful unless the team effort and team planning are utilized since the outcome of inclusion is working together for the purpose of enhancing the education of all students in the school. According to William and Susan Stainback, there are two basic principles that must be adhered to for inclusion to be effective:

The process must be collaborative - - educators must work together as equal partners (not in a hierarchy) to provide learning opportunities for students.

The process must be based on specific problem-solving sequence to provide a mechanism for deciding when and how to make adaptations. (p. 85)

Because school personnel must be thought of as a community of learners and educators, educators need to realize they are responsible for all students, rather than being responsible for a certain group. Therefore, the regular classroom teacher is
responsible for the special needs students. This role previously belonged to the special educator, but now his/her service is to collaborate with the regular education teachers to adapt or adjust the curriculum so that special needs students can participate along with their peers. The special education teacher also provides support and needs to plan each lesson with the regular teachers by collaborating and teaming to problem solve when necessary. A high level of trust and a positive relationship are necessary for successful teamwork.

Another reason why the coordinated instructional planning team is essential according to Iverson (1989), is that it ensures that the Individual Education Plan (I.E.P.) goals are integrated into the inclusive classroom. Local teams of general educators, administrators, special educators, parents, aides, related service providers, and consultants have developed a process designed to allow the I.E.P. to be implemented in the regular education environment. According to Iverson, it is necessary to identify critical activities and the key to a successful implementation is an instructional planning team committed to the following three beliefs:
Good teaching requires good planning.

Team members must possess good collaborative teaming skills.

Creative problem-solving is essential for enhancing education for all students and meeting the challenges of integration. (p. 2)

Responsibilities of the instructional team members include planning and evaluating instruction in all educational areas; adapting curriculum, materials, and equipment; monitoring student progress on I.E.P. goals; scheduling and coordinating information among team members; following laws; modeling; providing inservice training; coaching team members; and specifying when training and supervision will occur.

Another reason why the team approach is essential according to the authors of the Homecoming Model (1986) is that the goal of the local planning team is to develop and support the implementation of an integrated system where all students with intensive challenges to the local school system can be educated in the regular classroom. According to the authors of this model, the first component of inclusion is establishing a "core" planning team in each school district. Teams must have a minimum of three members and employ
the principles of "collaborative teaming" to be effective. The benefits from the 26 schools that are effectively using the Homecoming Model include:

- Teachers collaborating to integrate students report they have more to say in what local educational programs look like.

- Teachers feel more comfortable asking for and receiving the material, technical and emotional support from colleagues to educate more challenging students.

- The unique expertise of both the regular and special educators in the building are more readily discovered and used. (p. 11)

Administrators in this program feel that there is a more efficient use of resources which is a savings to the school district and there is a reduction of duplicated services in their schools. Parents are also more involved in planning and participating in their child's education program. The team effort is the first step after developing a philosophy and making a commitment to inclusive education.

In the next section, cooperative teaching efforts between general education teachers and special education teachers will be discussed.
Teaching Strategies In Inclusive Education

Cooperative teaching efforts between general and special education teachers is the next area that needs to be developed for successful inclusion to occur. It is important to understand that students do not need to have the same goals to be in regular classes together. After teachers plan together, they need to develop strategies to effectively bring the curriculum to all students by using a variety of techniques and methods.

According to Friend (1992) the teaching strategy called co-teaching is where two teachers plan lessons and deliver instruction together. Listed below are some ways in which this can happen:

One teacher teaches the large group while the other circulates around the room, paying particular attention to the needs of the students with disabilities.

The teachers divide the class in half, each teaching the same information to a smaller group.

One of the teachers provides remediation for students who need it (those with disabilities and those without) while the other provides enrichment for the rest of the class.

Both teachers teach the whole group at the same time - one modeling a skill while the other describes it, or both role playing for the students or sharing a presentation. (p. 30)
The benefits of co-teaching for students include avoiding the stigma associated with daily trips in and out of the regular classroom. Also, the students' learning is more consistent and less fragmented because they do not miss any time in the regular classroom, and they are familiar with the structure of the regular classroom. Finally, the special education teacher is better able to relate remediation to regular instruction, and the special education teacher can see immediately what skills the student is not learning and can plan remediation to effectively deal with these deficiencies.

Students with learning disabilities always have two teachers available to help them. Behavior problems often decrease, and all students benefit from the extra help and learning two teachers can provide. Another unique feature is flexible grouping, hands-on experiences, and modeling of interactions.

According to Slavin (1988), a teaching strategy that works well in inclusive education is cooperative learning. Cooperative learning is very successful in meeting the needs of at-risk students. Students learn from working with others, learn to cooperate, and learn to become independent workers. When teachers help each other to learn and use new instructional methods, they are using
peer coaching, a form of cooperative learning for teachers.

In cooperative learning, the teacher encourages group achievement, where each member has a role to play and a part to contribute. All members are also responsible for helping each other learn material they are working on. The classroom needs to be arranged to accommodate learning, and materials need to be available to work with in small groups.

A teaching strategy where the special educator and regular classroom teacher work together to facilitate a more appropriate education for students with mild handicaps in inclusive education is called collaboration (Cannon 1992). The collaborative teaming among general, remedial, and special educators is a more effective way of serving all students in the regular classroom. Most students with mild handicaps receive much of the education in the regular classroom, and when teachers collaborate together and share responsibility for instruction and evaluation, everyone benefits.

Collaboration efforts are necessary to improve education for children with disabilities. Teacher training is essential and continuous in inclusive schools, and teachers are taught how to teach cooperatively, collaborate, and plan and work together in
teams where all children are served.

Structuring the classroom to meet the needs of all types of learners is a teaching strategy necessary for inclusion to be successful according to Cantlon (1989). When developing team size, the initial team size should consist of two members. One of the difficulties of using teams for learning is that the team size is too large. When the team size is too large, not all team members will actively be involved. A team of two members has the greatest interaction opportunity and will learn to share ideas in a safe format. Later, it is recommended that teams begin sitting in groups of four, where they continue to share with their partner, but also with their teams.

When students are grouped heterogeneously, they should be placed with other students whose skills are not too far apart, so they can share experiences and vocabulary. Shy students should be separated so they learn how to interact socially with others. If teams are used a minimum of three times a week academic achievement will increase.

According to Stainback (1992), the teaching strategy of basing instruction on individual needs and outcomes rather than on
arbitrary standards needs to be encouraged. Evaluation is a useful tool when it is used to:

Determine if objectives were achieved.

Assist in the development and implementation of an educational plan that meets student needs.

Assist the teacher to determine the direction of the future.

Provide information on the quality of the learning environment for specific kinds of learning.

Determine how effective the teaching process or methodology has been.

Provide a basis for extra help where needed.

(p. 178)

There are other ways to evaluate student progress and these include observation, informal testing, teacher-made tests, group projects, student contracts, peer evaluation, self-evaluation, and portfolios of student work.

According to Buswell (1991), another teaching strategy to meet the needs of all students with diverse goals and strengths is to vary teaching methods and lesson approaches. All goals can be taught in the regular classroom, teachers problem-solving together can come up with ways to teach these goals. It is essential to emphasize the
child's strengths and focus on ways to support and enhance these strengths. When teachers are working together, everyone needs to have a picture of what the outcomes will be for the child. Children learn in a variety of ways, so varying the methods and the ways of teaching are necessary to meet individual needs.

There is no single strategy recommended as the only way to measure student progress. Using a variety of approaches is necessary because of the child's learning style. There are many challenges facing inclusive education today, and different approaches and strategies are needed to facilitate learning for all special needs children.
CHAPTER III

METHODOLOGY

Chapter III describes the methods used to gain information for developing a resource guide on inclusion. It was designed based on the review of current literature, handbooks, and state models.

Review of Journal Articles

Journal articles the author researched are current. They were written between 1988-1992.

In the articles "All Must Collaborate to Serve Children With Disabilities," and "National Association of State Boards of Education (NASBE) Sounds Call for Inclusion," found in "Counterpoint," the importance of changing the focus on how children with special needs are educated is emphasized. Instead of taking the children in separate directions, the challenge is to focus on educating them together. There is a need for teachers to collaborate in order for this to take place.

Both "Thoughts on Inclusion, A New Movement in Education," and "Inclusion, the Better Way," provide the philosophy necessary for
understanding inclusion.

In "Educating Students with Mild Handicaps in General Classrooms: Essential Teaching Practices for General and Special Educators," found in the *Journal of Learning Disabilities*. Cannon (1992) further defines the need for collaboration of special education teachers and regular education teachers. This article was chosen because it discussed the research which identified essential teaching practices necessary for both special and regular education teachers.

"A Team Approach to Program Development and Support" was included because it established the need for team teaching and team planning in the inclusion process. In "The New Mainstreaming," found in *Instructor*. Friend (1992) explores the actual teaching aspects and provides a break down of teaching tasks and responsibilities for two teachers, special and regular, in one classroom.

Slavin (1988), in the article from *The School Administrator*, emphasizes the importance of classroom structure in facilitating maximum learning in the classroom.

In "Integration of Students with Severe and Profound
Disabilities: A Review of Research.” Halvorsen (1990) provides information on “full” inclusion for all disabled individuals. The author examined these articles to substantiate that inclusion is a complex process which has many different components. These articles were helpful in understanding inclusion from the philosophical aspect down to the details of how to implement it successfully in the classroom.

Review of Handbooks

Handbooks on inclusion that were used in this research project included those by Buswell (1989), Cantlon (1989), PEAK (1988), Fullwood (1990), Stainback (1990 and 1992), and Schaffner (1992). All handbooks were current and gave more in-depth information on implementing the inclusion process in the classroom. Handbooks could be used by both parents, teachers, and administrators, but Building Integration with the I.E.P. by Buswell (1989), Discover the Possibilities: A Curriculum for Teaching Parents About Integration PEAK (1988), and Chances and Choices Fullwood (1990), were specifically written for parents. They were written in language that was easy to understand and avoided the special education
jargon. Also included in this collection was the handbook written by Schaffner (1991), called *Opening Doors: Strategies for Including All Students in Regular Education*.

Handbooks written by Susan and William Stainback included *Support Networks for Inclusive Schooling* (1990), and *Curriculum Considerations in Inclusive Classrooms* (1992). These two handbooks provide a perspective from both an educator's and parent's viewpoint.

The handbook by Cantlon (1989), differed in that it was intended to help the teacher structure the learning environment for cooperative learning and student-initiated activities in the classroom. The information in this handbook was essential to help the teacher establish a learning environment structured for inclusion.

Review of State Models

The author examined three state models presently in use in Vermont, California, and New York. These models were selected because they are currently in operation and structured to meet the needs of all handicapped children. With the restructuring of the
education system. The focus for inclusion has required states to look into new and innovative ways to meet the needs of special education students in the regular classroom with the help of supports and personnel.

These state models provided sample lesson plans, handouts, assessment forms, and planning guidelines. They also cited examples and ways to adapt to difficult situations. The state models reviewed included Vermont (1989), California (1990), and New York (1991).
The resource guide for the inclusion of special needs children in the regular classroom was completed. This guide included an introduction, philosophy of inclusion, a description of the Ohio State Models presently available, terms that the reader needed to be familiar with, and a learning disabilities checklist.

Also included in the resource guide was teaching strategies, environmental strategies, ways to adapt the curriculum to meet the needs of all children, and ways to encourage support services.

The last section of the resource guide included what parents expect for their children in the inclusive classroom.
A RESOURCE GUIDE FOR INCLUSION OF SPECIAL NEEDS CHILDREN
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Inclusive education is a value and a basic belief that all children be accepted as important members of the school and community. It is the goal of regular classroom teachers and special education teachers to establish an environment which encourages a sense of belonging and celebrates diversity. Inclusive education focuses on developing self-esteem, respect, and appreciation for the abilities and not the disabilities that exist.

The goal of this resource guide is to provide information for teachers working with special needs children. The focus is on developing teaching strategies, structuring the physical environment to encourage learning, adapting the curriculum to meet the needs of the individual learner in the regular classroom, and providing support personnel to facilitate the inclusion process successfully.

Inclusion is a relatively new approach to educating students with a wide range of handicaps in the classroom, and there is a growing need to provide support for all staff involved in the process.
DISTRICT PHILOSOPHY

We believe that emphasis be given to the development of the physical, mental and emotional health and social skills of our children with a view toward promoting the personal potential of all students.

We believe in the teaching of the basic academic skills and the use of locally developed standards and selected competency assessments. We further believe the basic skill requirements should be shared with parents and other community members in order to promote agreement and understanding of basic curricula.
SPECIFIC LEARNING DISABILITIES
PHILOSOPHY

We believe that the prime responsibility of Celina City School's Specific Learning Disabilities Program is to develop each student's academic, social, and emotional needs as well as each student's vocational capabilities to his/her maximum potential. Specific Learning Disability students by definition are students who have average or above average intelligence and are achieving significantly below their ability and/or grade level due to identified learning disabilities. We believe that every SLD student should be encouraged to understand the nature and dimension of his/her disability, and to develop organizational and problem solving skills, compensatory learning strategies and realistic life goals. To this end, an individualized educational program (IEP) based on specific diagnostic needs of each student along with recommendation from the regular classroom teacher is to be devised in the least restrictive environment and carried out through multisensory techniques. We believe that through the mutual support and
cooperation of the family, school, and community, each child can achieve to his/her potential and can become successful, confident, life-long learners and self-reliant, responsible adults.
Service Model I

Special educators and regular educators jointly serve nonhandicapped and handicapped students enrolled full-time in the regular classroom. The primary curriculum is the regular education curriculum. The special educator has full-time responsibility in the regular classroom in this team teaching model.

Service Model II

Special educators serve nonhandicapped and handicapped students in the special education classroom. Services may be provided cross-categorically. A modified and/or functional curriculum as defined in Ohio's Special Education Future's Forum, page 15, should be used. This model does not preclude mainstreaming.
**Service Model III**

Special educators serve handicapped students in the special education classroom, using a functional curriculum. Services may be provided cross-categorically. Because of the nature and severity of the handicap, the students are considered full-time in the special education classroom with limited mainstreaming primarily in nonacademics.

**Service Model IV**

Special educators serve handicapped students as needed, where needed. Services may be provided in a regular class with the regular education teacher, in a learning center, and/or in a special education class. The special educator may serve as a consultant, a teacher, and/or a tutor. This model provides services based on needs of students and may incorporate components of the other models.
**Inclusion** - Inclusion or inclusive education is the provision of education and any supplemental services needed to all special needs students in the regular classroom environment for the entire day or a substantial part of the day.

**Consultation** - The process that occurs when teams of educators and support staff members work together to creatively plan individual education programs for children.

**Collaboration** - Parents, school staff, students, and other involved members working together to plan for the individual child's support needs. The collaborative team approach utilizes each member's unique expertise and skills in supporting the child and the teachers working with that child.
**Co-teaching** - Two teachers plan lessons and deliver instruction together and share the responsibility for assessing students' mastery.

**Cooperative Learning** - A non-competitive teaching strategy in which students are divided into small groups where they work cooperatively together to meet a collective goal. Each child has an active role in the group and all members of the group must participate.

**Curriculum Adaptations** - Changes or modifications made in the regular classroom curriculum that allow each child to actively participate at his or her own level to meet individual goals.

**Heterogeneous Grouping** - Grouping students together for instruction with diverse levels of ability where they learn to help each other meet educational goals.
Aides/Assistants - Using additional supports in the classroom which enables not only students with disabilities to be integrated but has the added advantage of offering additional assistance to all the students in the classroom.

Team Teaching - Two or more teachers who sometimes have different areas of expertise, such as special education and general education, cooperatively teaching a class.

Individual Education Plan (I.E.P.) - The legal individualized statement for a handicapped child that is developed through a collaborative planning process in which parents are part of the team. As a document, the I.E.P. is necessary for legal reasons to make sure children with disabilities receive an appropriate, individually-tailored education.

Least Restrictive Environment (LRE) - To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities are educated with children who are not handicapped, and that special classes, separate
schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Multifactored Evaluation (MFE).** - The multifactored evaluation is designed to be conducted by a multidisciplinary team of professionals for the purpose of determining eligibility for special education services.
The following is a quick checklist for the teacher to use when signs of learning disabilities are present. This list is taken from Recipe For Reading by Nina Traub (1992, p. 3). It is designed to be used when the teacher finds a child who, although has normal vision, hearing, and intelligence, has difficulty keeping up with the class in language skills.

1. Disturbances in speech are common if learning to talk began late - at ages three or four - and words were and continue to be mispronounced.

2. Note the following aspects.
   a) Left-handedness
   b) Alternation in lateral dominance
   c) Significant defects in left-right discrimination

3. Dysgraphia (poor handwriting) is present. The student is better at copying than at spontaneous writing. Reversals are observed in various performances.

4. The child is poor in written work but participates with intelligent oral questions and responses.

5. A striking finding is that nonphonetic words in this child's limited sight vocabulary are often written incorrectly, whereas a perfectly phonetic word, even when it is totally unfamiliar, may be written correctly. In fact, he can often spell better than he can read or vice-versa.

6. Difficulty in figure-ground perception is present.
The use of a sheet of paper to block out all but one line helps to reduce distractability and keeps the child focused on the material.

Colored or tinted plastic overlays often help keep the child focused on reading.

Ask short questions.

When giving an assignment, show the student how to arrange and organize his paper in columns, rows, etc.

Have the student sit at a desk where the most accommodations may be made for the type of disability (visual and/or auditory). Placing the student near a "buddy" or "tutor" is also helpful.

Prepare study guides to help the student learn material.

Always make yourself available to the student to help guide them in their work.
TEACHING STRATEGIES
COOPERATIVE LEARNING

This section describes how teachers can establish and create cooperative classrooms which meet the needs of all students regardless of their disability. Cooperative learning is a way of structuring the classroom so that all students work together and encourage each other to meet goals. One objective of establishing a heterogeneous classroom is that students develop an understanding of differences and find ways to help others in their learning. Cooperative learning is essential in the inclusive classroom and should be used in every subject area.

How to Create a Cooperative Classroom

* Eliminate All Competitive Symbols

Star charts, or other visual displays that compare student achievement to others.

Do not read student scores aloud, return papers in sequence with the best on top and worst on bottom, or write student averages on the chalkboard.

Create bulletinboards in which all work is posted so that each child can contribute.
Use Inclusive Language

Always refer to the students as “students” and not as separate groups.

Encourage group achievement.

If one child is having a problem, all the students should be encouraged to “help solve that difficulty.” Praise accomplishments and encourage others to do so.

Stress That All Contributions Are Important

This can be done by putting on plays, where children each have unique roles in helping.

Each child should have an equal opportunity to speak and be heard.

Encourage Children To Work Together

The children should be taught to ask a member of the group for help before coming to the teacher. This not only teaches independence but also encourages the class to use others as resources.
COLLABORATION

The philosophy of using collaboration is that all educators are responsible for the success of the students and not just for specific groups of students; such as the special education teacher for the learning disabled students and the regular teacher for the "regular" students.

How to Implement Collaboration in Teaching

* Collaboration Can Be Indirect

Indirect collaboration is when one teacher is responsible for the student but calls on the advice or help of another teacher in developing strategies to help the student succeed. The other person assists with problem-solving. In inclusion, the service is provided in the classroom or least restrictive environment.

* Collaboration Must Be Voluntary

The person involved in collaboration has the right to accept or reject the ideas that come from the problem-solving work. Motivation of all involved is essential for collaboration to be successful.

* Collaboration Involves Active Participation

All team members and support personnel involved in collaboration need to have active and equal participation in all problem-solving situations.
Collaboration Has Two Goals

One goal of collaboration is to remediate the current problem related to performance or functioning of the student.

The second goal of collaboration is to prevent further problems for the student and others.

It has been found that when collaboration has resulted in implementing a new instructional technique for one student, not only does learning increase for that student but also for many other students in the classroom.

Collaboration Problem-Solving Techniques

1. Define and clarify the problem to be solved.
2. Analyze the problem.
3. Explore alternatives.
4. Select a strategy to use.
5. Define the strategy.
6. Implement the strategy, providing support.
7. Evaluate the outcomes.
CO-TEACHING

Another successful teaching strategy that lends itself well to inclusion is co-teaching. The strategy of co-teaching implies that two teachers work together to plan and deliver instruction and share the responsibility for evaluating the learning of all students. Through co-teaching, the special education students can remain in the classroom. Listed below are criteria for implementing co-teaching in the classroom.

One teacher is involved with presenting a whole group lesson, while the other teacher circulates around the room helping and observing students who are having difficulty with the lesson.

The teachers divide the class into two small groups and each teach the same lesson at the same time, providing more direct instruction to those who benefit from learning in small groups.

One teacher provides remediation needed to both students with disabilities and those without, while the other teacher directs enrichment for the rest of the students.

The special education teachers can teach specific groups grouped according to subjects like reading and language in the regular classroom every day.

The special education teacher may split her time among several classrooms co-teaching in different areas as needed.
With co-teaching, there is always a teacher available to help the students and behavior problems frequently decline in this teaching situation.

All students benefit from having two teachers who can provide both remediation and enrichment to reach the diverse needs in the classroom.

A co-teacher becomes a supportive teaching partner and is available to problem-solve immediately.

It is important how the special education teacher is introduced to the class. She should be introduced on the first day of school as “one of your teachers for the year.” That way there will be no label attached and all students will welcome her help.

Planning time is essential in co-teaching. The teacher who is co-teaching with the special education teacher should be exempt from hall and lunch duty so that more planning time can be provided.
In the inclusive classroom, team teaching is the arrangement of two or more teachers who plan, instruct, and evaluate for the same students on a regular basis. Teams can be composed of two to seven people, including special educators, speech pathologists, guidance counselors, health professionals, instructional assistants, and community volunteers. The basic purpose for team teaching is to increase the potential for individualizing instruction and helping the student to be educated with his or her peers in the regular classroom.

Advantages of Team Teaching

* Team teaching promotes professional growth through peer coaching, increases adult self-esteem, and improves staff morale.

* More students get help from specialized services, and the number of students referred for specialized services is decreased.

* Student-teacher direct contact time is increased.

* Team teaching allows for more effective use of each team member's skills, and provides the opportunity to work with a variety of students.
Team teaching promotes inclusion through elimination of pull-out programs, and allows for integration of specialists in the classroom.

Effective team teaching is responsible for more creativity in teaching and creates a positive learning environment.
Peer teaching involves two students working together, with one student providing the instruction. The benefits of peer teaching include significant academic gains, the development of positive social interaction skills with another student, and heightened self-esteem (Stainback 1992, p. 122). Peer teaching can be established within a single classroom, between one or more classrooms, or throughout an entire school. Peer teaching requires that the teacher choose the material and model the behavior.

Strategies for Using Peer Teaching

* Young children prefer a tutor of the same sex, but the sex of the tutor has not produced differential effects on the child being tutored. However, children of the same sex tend to have more mutual interests.

* Tutoring sessions that last too long may produce negative effects. Recommended are 20-30-minute sessions held two to three times a week.

* Tutoring should occur in a location with minimal disturbance. Hallways and playgrounds are generally too distracting.

* It should be explained to the parents that tutoring supplements teacher instruction but does not replace it.
All types of students (low achieving, high achieving, etc.) may be used as tutors. However, the teacher should make sure the tutor has mastered the instructional content before tutoring occurs.

The goals and the activities of the tutoring sessions should be specified.
HOW TO ORGANIZE INSTRUCTION

The teacher or teaching teams should use the following approaches to teach students with diverse needs and skills in the inclusive classroom.

* **Demonstration or Role Playing** - the teacher should first model the skill or learning behavior in a role-playing situation for mastery to occur.

* **Learning Centers** - set up learning centers around the room with a variety of materials, equipment, and activities to inspire learning. Equipment might include a computer, tape recorder, language master, and calculators. Centers might be organized around themes.

* **Cooperative Learning Groups** - when classrooms are grouped heterogeneously, lessons that are structured to stree individual learning or competitive learning result in frustration for the child with disabilities. Emphasizing cooperative learning will provide more opportunities for the learning disabled child to be included and take part actively in the learning.

* **Hands-on Activities** - the students learn more when they have an active part in the learning process.

* **Major Project** - all students have different roles to accomplish in this type of instruction and therefore different individual objectives can be developed for each member in the group regardless of the disability. Each child can actively participate.

* **Community-based Instruction** - students with or without handicaps can benefit from community instruction.
Experientially-based Instruction - learning can take place from experiences that students have. One student may be writing sentences in her journal about the whole language activity and another student with a disability may be drawing a picture. They would then get together as partners and "read" their journals to each other.

Computerized Instruction - there is a variety of computer software that is designed to teach concepts, provide drill and practice, remediate, and provide positive praise at the end of the lesson. Special computer adaptations are available for the student with physical handicaps.

Games - games provide learning experiences that are motivating and can reinforce skills and concepts in a different way. If games are competitive, use a team approach to avoid singling out any one student as the best or the loser.

Peer Tutoring - this is a powerful way to provide direct help and assistance. Select students who agree to be peer tutors and "train" them so they know the best way to help. Tutors can be from the same classroom or another grade level.
**SUGGESTIONS**

**FOR WORKING WITH CHILDREN WITH SPECIAL NEEDS**

* Attitude - Make the child feel good about himself and concentrate on his abilities and not disabilities.

* Give the child one- or two-step directions to follow, and give him a small amount of work to do at a time so he doesn’t get frustrated.

* Present material using different learning modes - visual (charting, study guides, film), auditory (tape, lecture, discussion), and motor (writing notes, listing facts).

* Use concrete objects and simplify everything as much as possible. Present material in small, distinct, and sequential steps.

* Plan ahead for the child who can’t read so he can perform the same as the other children. Use volunteers to tape the story, encourage oral expression, use peer tutors, have tests read, tape test responses.

* If a child can’t write, try tape recording responses, keyboarding at a typewriter or computer, or assign a “buddy” notetaker.

* Give the student credit for what he has done right instead of what is wrong. Encouragement and praise should be given whenever it is earned.

* Tests can be given orally, and allow extra time for the child to finish taking a test.
The use of a sheet of paper to block out all but one line helps to reduce distractability and keeps the child focused on the material.

Colored or tinted plastic overlays often help keep the child focused on reading.

Ask short questions.

When giving an assignment, show the student how to arrange and organize his paper in columns, rows, etc.

Have the student sit at a desk where the most accommodations may be made for the type of disability (visual and/or auditory). Placing the student near a "buddy" or "tutor" is also helpful.

Prepare study guides to help the student learn material.

Always make yourself available to the student to help guide them in their work.
ENVIRONMENTAL STRATEGIES
PHYSICAL ROOM ARRANGEMENT

The structure of the classroom and the attitudes of the students are greatly influenced by the physical arrangement of the room. One of the most important considerations in planning the arrangement of the inclusive classroom is to designate selected areas for specific activities such as individual reading, language, math, and study areas. There are several factors to consider in setting up the inclusive classroom.

Teacher Area - the teacher's space should be located so that she can scan the room during independent work, teach whole group lessons, and have adequate space for storing materials.

Student Area - the student is usually provided a desk to store his materials in, which provides a place to sit during whole group work.

Recreation Area - this is an area designated for activities for students to reinforce good behavior or as a reward. Items found in this center might include bean bag chairs, tape recorder with headphones for read-along books, and games.
Large Group Instruction - this type of instruction usually takes place when the students are at their individual desks and is appropriate for whole group lessons such as discussion watching a video, or playing a game, but is inappropriate for teaching the acquisition of specific skills due to the variety of the students.

Small Group Instruction - small group instruction is used to encourage group participation, and is the major way of teaching academic skills. The effectiveness of small group instruction is improved when the students are in a semicircle facing the teacher. The most distractible students perform better when placed in the middle of the group.

Tutorial Teaching - when one student works with a teacher this is called tutorial teaching. It allows the teacher to focus on specific and intense instruction. Three to five minutes are usually the amount of time needed to make tutorial instruction effective. In the inclusive classroom, it is recommended that tutorial teaching be scheduled with the students on a daily basis. This type of instruction usually takes place at a reading table or small table in the classroom.
ADAPTING THE CURRICULUM
THE IMPORTANCE OF INDIVIDUAL DIFFERENCES

The goal in the inclusive school is for each child to belong. No two children are alike and it is important to discuss these differences so that children realize that the society they belong to is diverse. This goal to create a community that accepts differences of its members must not be separated from the curriculum. Children should be taught about the following differences in our society:

- Racial differences
- Cultural differences
- Family differences
- Gender differences
- Religious differences and the celebration of holidays
- Differences in skills and abilities

In reality, all students have strengths and weakness. It is important to build on those strengths, teach to those strengths, and evaluate the outcomes. All students need to work toward the same basic outcomes of the education system. What differs is the level
at which these outcomes are achieved and how much emphasis is placed on them.

What Outcomes And Skills Do We Expect?

According to "Thoughts on Inclusion, A New Movement in Education," by Lee Gaito (1992), we all want the same basic outcome for all children and that is self-esteem. Self-esteem is a primary learning goal identified in school mission statements and philosophies. If the learner develops self-esteem, motivation to learn and respect for individual differences, learning will follow. Learning requires environments which support basic human needs. The learner needs to work in a classroom structure where self-esteem, achievement, security, and a sharing of mutual respect exist. It is here that learning is maximized.

Meeting These Goals In The Classroom

If we have the same goal for all children, then we can meet this goal in the regular classroom environment. Our education system needs to meet these goals without differentiating the needs
of students according to their disabilities. General and special education need to unify to provide services that develop self-esteem and motivate children to learn. Prejudices such as “labeling” and “stereotyping” would be eliminated. Children would be educated in the least restrictive environment and not isolated and separated from their peers. Schools need to restructure to create equal and shared environments. For this to occur, schools must become collaborative schools where teachers and other professionals problem-solve to make decisions about individual learners. The structure of the school needs to include individual instructional strategies such as curriculum-based assessment and instruction, peer teaching and tutoring, cooperative learning, team teaching, and small group remediation and enrichment.
How can the I.E.P. be adapted to the regular classroom? Often when a child is in the regular classroom with an I.E.P., those individual goals seem very hard to meet under the framework of the regular curriculum. It is not necessary to dismiss these I.E.P. goals simply because the child is in the regular class. The following should occur to help the child in the inclusive process.

* Team teaching will better accommodate the range of various student needs.

* I.E.P. goals should be stated in terms which can parallel the regular curriculum. Often the special education jargon makes these goals difficult to interpret.

* Even if the child requires a great deal more direct instruction than his peers, this need should not be dismissed simply because he is in a regular classroom. However, on the other end of the spectrum, it does not mean he needs to be put in a separate program.

* In the inclusive classroom, the child would receive a functional component added and integrated in his school program.

* Curriculum adaptations and environmental accommodations may be necessary for I.E.P. use in the regular classroom.
ENCOURAGING OUTCOME-BASED INSTRUCTION

Teachers need to deemphasize relying on standardized tests to measure learning. These tests tell little about the child’s ability to learn, how he can analyze, and do not measure judgement or creativity. Instead they tell us if the child can guess, can complete work in a specific period of time, and if a child is neat in his work. The teacher who is striving toward inclusion should concentrate on other forms of measurement which show student performance. These three areas can be used to supplement the existing grading scale presently in use. The following are methods teachers can use to measure the outcomes of all students.

**Performance Tests** - designed to measure student performance on a variety of tasks that may take several weeks or months to complete. Students work as individuals, or in groups to problem solve, assemble data, and analyze and report their results. The final project may take the form of an exhibition, portfolio, or a written report.

**Portfolios** - these are used to collect samples of the student’s work over a period of time so that progress can be measured by a set of criteria that measures progress. Portfolios may contain student work, a problem made up by the student, or even a video tape of the student in a problem-solving activity.
Individual Progress - special needs students should be evaluated on the increase in their knowledge of a subject, not on test scores. The learning disabled student will develop a poor self-image, a dislike for school, and a fear of failure, if they are set up for failure by expecting them to achieve the same as the regular classroom student. It is important to remember that some flexibility exists for students with I.E.P.'s.
INTEGRATING SUPPORT PERSONNEL
FOUR TYPES OF SUPPORT

Resource Support - this includes providing actual materials or equipment, financial resources, informational resources, or human resources such as peer tutors, assistants, etc. Just because these things are provided, however, does not mean that they are carried out or used appropriately.

Moral Support - moral support includes listening and nonjudgmental acceptance of ideas. This person is available to help the teacher problem solve or clarify ideas.

Technical Support - Technical support differs from resource support in that instead of just providing the materials, this form of support includes inservice training, staff development, on-site consultation, and peer coaching. It is designed to provide the teacher with skills that can be immediately used in the classroom.

Evaluation Support - evaluation support is actually collecting information to monitor and adjust the support being provided for the student.
PROVIDING SUPPORT SERVICES

The basic types of therapy available for specific learning disabled students include:

* Occupational therapy
* Physical therapy
* Speech therapy

There are two models for providing support services to children with disabilities.

Out-Of-Class Model - This is the traditional model where the child is removed from the classroom and the therapy is carried out in a specially equipped room. This model allows the use of specialized equipment and reduces distractions during the therapy session. However, disadvantages include loss of class contact time, interruption of class scheduling, and the possible reduction in self-esteem due to removing the child from the classroom.

In-Class Model - this is also called the Inclusion Model. In this integrated model, assessment and treatment take place within the classroom with the specialized equipment brought into the room. This allows the teacher to become more familiar with the therapy treatment and allows her to incorporate the treatment into activities in the regular classroom. This continuity of therapy is a real benefit of this model.
In the inclusive school, the role of the support teacher changes. The special education teachers, Chapter I teachers, and other specialized personnel that are employed to work with special needs students become instructional support specialists in the regular classroom. It is this group of staff that will provide resources and assistance for adapting the curriculum to meet the needs of students with varying skills and abilities. The information provided below was taken from Curriculum Considerations in Inclusive Classrooms (Stainback 1992), and defines how support works for the classroom and special teacher.

**SUPPORT MEANS:**

* helping students and families realize their own vision of a good life.

* listening to and acting on the support needs identified by students, families, and other team members.

* reallocating resources so that students can be included in regular school life, and teams can learn and work together.

* remembering that the students are the "stars" and that the educational team members are supporting actors.
acknowledging the efforts of fellow team members.

designing curricular and instructional methods that assist the classroom teacher to effectively include the student.

designing curricular and instructional methods that promote positive interdependence among students in the class.

providing constructive feedback to fellow team members that result in more effective team member interactions and ultimately improved student learning.

providing enough information, but not too much.

being around and available, but not too much.

**SUPPORT DOES NOT MEAN:**

* conducting a classroom observation and then writing and despositing notes on the teacher's desk with no opportunity for follow-up discussion.

* giving your opinions, advice, and recommendations and then leaving before a discussion can ensue.

* requesting to meet with the classroom teacher during instructional time without making prior arrangements.

* presenting the classroom teacher with a list of skills or activities to be integrated into the classroom day.

* telling the teacher or family what to do.

* giving the classroom teacher a file folder of resources when she asked for problem-solving support.
* hovering near students with disabilities in the classroom.
* doing "therapy" with students in the back of the room.
* suggesting interventions that interfere with the classroom routine.
* providing more support than is needed.
Please rate yourself on each of the following. (5 = Strongly Agree; 4 = Agree; 3 = Noncommittal; 2 = Disagree; 1 = Strongly Disagree).

1. I have mixed feelings concerning the merit of inclusion of special needs children.

2. I believe that all children can learn, but I often feel that I can not meet the needs of all diverse learners when providing instruction.

3. I would welcome suggestions and assistance in working with the children in my classroom that have special needs.

4. I sometimes feel like the children are all at different learning levels and wish that there was extra assistance for those who require the one-on-one help.

5. I am often frustrated that my special education students do not seem to be accepted by the other students in the classroom.

6. I wish there were more resources available for providing instruction, planning lessons, and adapting the regular curriculum.

7. I wish there were support personnel to problem solve with, and provide teacher support and assistance.

If you agree with any of the statements above, you will benefit from inclusion.
WHAT PARENTS EXPECT FROM INCLUSION

Inclusion symbolizes values and equality for children. Parents of handicapped children want in education for their child. Listed below are goals that parents want their child to strive for in the inclusion classroom.

All Children . . .

* learning together in the same schools and the same classrooms with the supports necessary for success.

* having their individual and unique needs met in the same environment they would be in if they did not have a disability.

* participating in all areas of school life.

* having the the same opportunities to interact and develop friendships with each other.

* attending their neighborhood school.

* learning side by side though they may have different goals.

* receiving related services in the regular classroom.
being treated as individuals and not as stereotypes of "the disabled."

being regarded as "gifts" not burdens.

receiving an education at public expense.
THE OPPORTUNITY TO FAIL

Success has been defined as the ability to go from failure to failure without becoming discouraged. It's the old familiar idea of trial and error. If at first you don't succeed, try, try again. Throughout various stages of life, we use this technique to find out what works for us and what doesn't. It means venturing into unfamiliar territory. It means taking risks. But from this process we gain the wisdom and toughness required for maturity and independence. The best educational programs are those in which we are given responsibilities and then allowed to make mistakes. We find out that mistakes are to learn and go forward from.

However, children with disabilities are often "protected" from this opportunity by those around them who want to shield them from the discouragement of failure, the realities of life. This negative "father knows best" approach emphasizes what can't be done rather than encouraging what might be accomplished by trying. It assumes failure instead of recognizing that even an attempt to try is positive in itself. This attitude fosters dependence instead of independence because it assumes that people without disabilities know what is
best for people with disabilities. It overlooks the fact that children, even those with disabilities, will mature and accept responsibility if they are not forced into dependency.

Every developing human being, with disabilities or without, needs an environment which encourages trying. Everyone must have an environment which offers positive opportunities to learn from mistakes, instead of negative warnings of what can't be done. Everyone needs an opportunity to try and an opportunity to fail — in other words, an opportunity to learn.

Chapter V presents a discussion of the findings of this study. The sections of this chapter include the summary, conclusions, and recommendations.

Summary. The problem faced by many primary and special education teachers is how to approach inclusion and develop a program where all students, regardless of their handicaps, learn together in the same classroom. The author felt that there was a need to develop a resource guide to assist teachers in planning and developing strategies to accommodate all learners. The material in the resource guide was comprised from reviewing current literature, handbooks, and state models of inclusion.

The author also taught specific learning disabilities in first and second grade inclusion classrooms and used first-hand experience in developing a handbook that could be used by both primary and special education teachers.
Conclusions. The issue of how education and special services are provided to all children is currently being questioned and challenged by parents and teachers. Restructuring education to be “one” system instead of two separate ones, requires that all teachers become familiar with inclusion. All classrooms should be inclusion classrooms, since there are learners at many different levels in each room.

The author developed a resource guide on inclusion for use by all primary teachers with special needs children. Suggestions and checklists found in the guide will assist the teacher and provide information to be shared with the special education teacher in the teaming process.

The resource guide could be used to integrate innovative ideas, adapt the curriculum to meet the needs of the individual learners' abilities and skills, and motivate teachers to share ideas and teaching strategies with each other. Collaborative problem-solving is a component that is essential to successful inclusion, and hopefully this resource guide will help to facilitate this activity among teachers with special needs students.
Recommendations. Further input, updating, and revising of the resource guide would be essential. It is also recommended that teachers share the information found in the handbook to establish ongoing communications on the inclusion process. Additional studies might be done to improve the schoolwide acceptance of inclusion.


