

## EDUCATIONAL LEADERSHIP SERVICES

### Effective Inclusive Practices--Module

The Individuals with Disabilities Education Act (IDEA, 1997, 2004) requires that students with disabilities be served in the least restrictive environment (LRE). The No Child Left Behind Act of 2001 (NCLB, 2002) and state legislation emphasize the participation of **all** students in the general education curriculum and place accountability for performance of **all** students at both the building and system levels. This is evidenced by the emphasis on Adequate Yearly Progress (AYP) for **all** students for five disaggregated groups—sex, race/ethnicity, Limited English Proficiency, poverty, and disability. As schools have adopted the changes mandated by these acts, many students who once would have been served in separate resource or self-contained classes are now placed in regular education classrooms for some, most, or all of the school day. Teachers, support personnel, and administrators must be equipped with effective strategies to meet the needs of these students while continuing to serve the regular education population.

**Module Objectives:** There are five objectives for this module:

1. To demonstrate knowledge regarding the educational and legal rationale supporting placement in the least restrictive environment.
2. To identify the strategies for including students with disabilities and associated accommodations to the needs of these students in the regular education classroom.
3. To demonstrate knowledge of parental concerns regarding student with disabilities being served in regular education classes and demonstrate potential responses to these concerns.
4. To identify and examine strategies for effectively implementing collaborative teaching between regular and special education teachers.
5. To explore the ways in which a school leader can improve her/his school's readiness to implement and/or continue to implement instructional programs which maximize the inclusion of students with disabilities in regular education classes with appropriate supports or accommodations.

**Activities:** There are six activities to achieve the module objectives.

#### **Activity #1: Background on Effective Inclusive Practices**

- a. Read the article on inclusive practices available at:  
[www/weac.org/resource/june96/speced.html](http://www/weac.org/resource/june96/speced.html).
- b. Write a statement which includes responses to each of the following:
  - 1) Describe the three models in the article.
  - 2) State the federal laws which relate to inclusive practices in regular education and the implications of these laws for k-12 schools.

- 3) State the four implications across the case law actions described in the article.
- 4) State the findings/implications of research related to including students with disabilities in regular education settings.
- 5) From the list of recommendations at the conclusion of the article, state the ones which would most benefit students in your school based on your observations as a teacher and/or an instructional leader.

### **Activity #2: Readiness for Implementing Inclusive Efforts for Students with Disabilities**

- a. Visit and read one or more of the following websites:  
[www.wm.edu/TTAC/articles/inclusion/checking.html](http://www.wm.edu/TTAC/articles/inclusion/checking.html)  
[www.uni.edu/coe/inclusion/preparing/administratorsl.html](http://www.uni.edu/coe/inclusion/preparing/administratorsl.html)  
[www.teachervision.com/lesson-plans/lesson-2972.html](http://www.teachervision.com/lesson-plans/lesson-2972.html)  
[www.uni.edu/coe/inclusion/standards/competencies.html](http://www.uni.edu/coe/inclusion/standards/competencies.html)
- b. After reviewing the information presented about factors influencing the readiness for inclusive efforts, consider your own school's readiness. Briefly answer each of the checklist items for the first website. Describe the evidence you have for affirmative responses and suggest how you might improve conditions impacting readiness for the items which you answer negatively. These websites also provide some useful suggestions for school leaders who are increasing their schools' readiness for implementing inclusive efforts for students with disabilities. List five or more suggestions which are relevant for you and your school.

### **Activity #3: Strategies for Inclusive Efforts**

Review the information presented on the four websites below and create a list of 10 to 15 effective inclusive strategies which you would share with your teachers and administrators to help them serve their students with disabilities more effectively:

- [www.uni.edu/coe/inclusion/strategies/content\\_behavior.html](http://www.uni.edu/coe/inclusion/strategies/content_behavior.html)  
[www.uni.edu/coe/inclusion/strategies/types\\_adaptation.html](http://www.uni.edu/coe/inclusion/strategies/types_adaptation.html)  
[www.uni.edu/coe/inclusion/strategies/inclusive\\_classroom.html](http://www.uni.edu/coe/inclusion/strategies/inclusive_classroom.html)  
[cstl.semo.edu/Performance/eisen5.html](http://cstl.semo.edu/Performance/eisen5.html)

### **Activity #4: Responding to Parent Concerns about Inclusive Efforts with Students with Disabilities**

Read the articles below related to parental concerns of students with disabilities and regular education students regarding including students with disabilities in regular education classrooms. After reading the articles, provide a list of strategies which you as a teacher or leader and other teachers and leaders could use to address parental concerns regarding inclusive efforts for students with disabilities.

- [www.uni.edu/coe/inclusion/preparing/parents.html](http://www.uni.edu/coe/inclusion/preparing/parents.html)  
[www.wm.edu/TTAC/articles/inclusion/preparingparents.html](http://www.wm.edu/TTAC/articles/inclusion/preparingparents.html)

**Activity #5: Collaborative Teaching**

As many schools have shifted from resource or self-contained classes for many of their students with disabilities to serving these students in a regular education classroom, the roles of special educators and regular educators have often shifted to that of collaborators in the same classroom. Too often, however, these partners are thrown together at the last moment with neither training nor an opportunity for planning their instructional time and roles. The resources below are designed to help school leaders address this shortcoming.

Review the information at the following websites and state how you would use this information as an instructional leader to increase the effectiveness of teachers who work with you who are team-teaching in classrooms which include students with disabilities:

[edletter.org/past/issues/1999/coteaching.html](http://edletter.org/past/issues/1999/coteaching.html)

[www.ericfaciliti.net/databases/ERIC\\_Digests/ed409317.html](http://www.ericfaciliti.net/databases/ERIC_Digests/ed409317.html)

[www.parrotpublishing.com/Inclusion.Chapter\\_3.html](http://www.parrotpublishing.com/Inclusion.Chapter_3.html)

(Note: Scroll about halfway down the page of this e-textbook to find the relevant information about teaming and collaboration.

**Activity #6: Collaborative Teaching and Effective Inclusive Practices**

Identify a pair of teachers (one regular education and one special education) in your school or at another location who are teaching collaboratively in a classroom which includes students with disabilities. Interview each of them separately using the following questions as well as other questions which are appropriate to your situation:

- What is your role in the classroom? What is your partner's role?
- How have you and your partner determined what each of your roles will be?
- What professional learning have you received in collaborative teaching?
- What is the most significant challenge to working collaboratively?
- What would help you and your partner to work more effectively?
- What is the most significant reward or advantage to teaching collaboratively?
- When conflicts arise, how do you and your partner work them out?

After conducting your interviews, arrange to visit and observe the pair in the classroom and prepare a brief summary including responses to the following questions:

- What did you perceive the roles of each partner to be?
- Did your perceptions match their descriptions?
- What did you see as their strengths?
- Based on the readings you have completed regarding collaborative teaching in classrooms which include students with disabilities, what suggestions for improvement would you make to the pair of teachers you observed?

*Reflective Question for Educational Leaders*

How many of the strategies and practices which focus on students with disabilities could be applied to teaching **all** students?