

Creating Successful Inclusion Programs: Guidelines for Teachers and Administrators

Pages: 144

Publisher: Solution Tree Press; 1 edition (January 1, 2004)

Format: pdf, epub

Language: English

[[DOWNLOAD FULL EBOOK PDF](#)]

Creating Successful Inclusion Programs Guidelines for Teachers and Administrators

Martin Henley

Copyright © 2004 by Solution Tree Press

All rights reserved, including the right of reproduction of this book in whole or in part in any form.

555 North Morton Street

Bloomington, IN 47404

800.733.6786 (toll free) / 812.336.7700

FAX: 812.336.7790

[email:info@solution-tree.com](mailto:info@solution-tree.com)

solution-tree.com

Printed in the United States of America

ISBN: 978-1-935249-71-9

Dedication

FOR ARLENE

Who always asks, “Are you writing?”

Table of Contents

Introduction

What Is Inclusion?

Chapter 1: Inclusion Can Work

The Inclusion Movement

A Self-Fulfilling Prophecy

The Benefits of Inclusion

Chapter 2: The Quiet Revolution

The Individuals With Disabilities Education Act

Who Are Students With Disabilities?

Why Inclusion?

Chapter 3: Navigating the Special Education Maze

Free and Appropriate Education

The Individual Education Plan

IEP Preparation

Least Restrictive Environment

High-Stakes Tests

[Due Process](#)

[Termination of Special Education Services](#)

[Inclusion: Frequently Asked Questions](#)

[Individual Education Plans \(IEPs\)](#)

[Discipline](#)

[Other Issues](#)

[Chapter 4: Qualities of Successful Inclusion Programs](#)

[Administrative Leadership](#)

[Creating a Vision](#)

[Selecting Inclusion Teachers](#)

[Special Education–General Education Collaboration](#)

[The Community Classroom](#)

[The E, B, C of Community: Empowerment, Belonging, Cooperation](#)

[A Model Inclusion School](#)

[Chapter 5: Inclusive Teaching](#)

[Think “Different,” Not “Disabled” Learner](#)

[Organize Collaborative Learning Activities](#)

[Cooperative Learning](#)

[Peer Tutoring](#)

[Teach Strategies for Efficient Learning](#)

[Make Accommodations](#)

[Assessment, Tests, and Grades](#)

[Tracking Student Progress](#)

[Testing Accommodations](#)

[Grading Accommodations](#)

[Balance Direct Instruction With Guided Inquiry](#)

[Chapter 6: Managing Student Behavior](#)

[Focus on Behavior Solutions, Not on Behavior Problems](#)

[Teach Consequences; Don’t Punish](#)

[Build a Student Support Network](#)

[Practice Preventive Discipline](#)

[Provide Activity-Based Learning](#)

[Move Around the Room](#)

[Establish Smooth Transitions](#)

[Don’t Take Misbehavior Personally](#)

[Search for Causes of Misbehavior](#)

[Use Humor](#)

[Give Students Responsibilities](#)

[Teach Social Skills](#)

[Chapter 7: What’s in It for Me?](#)

[Look for Benefits](#)

[Prevent Rather Than Remediate](#)

[References](#)

[About the Author](#)

Introduction

IN THE UTOPIAN SOCIETY fictionalized in his book *Brave New World*, Aldous Huxley’s populace is separated at birth into categories of Alphas, Betas, Deltas, and Epsilons. Each classification delegates duties and honors to citizens in descending alphabetical order; the Alphas rule, and the Epsilons clean up. Our schools share a similar penchant for categorization and separation based on ability. In Huxley’s novel, people are segregated to make their world a more orderly place. The educational rationale for categorizing and separating students is to meet individual needs. The principle of meeting educational needs is a worthwhile goal that is embedded in federal law, but so is integration of students with their nondisabled peers.

From 1999 to 2000, most students with disabilities spent the majority of their school day in the regular classroom. Others were educated primarily in special education classrooms. Students with specific learning disabilities and speech impairments spent the most time in regular classrooms. But only 3.2% of students with mental retardation, 4.5% of students with emotional disturbance, and .5% of students with autism were educated alongside their nondisabled peers (U.S. Department of Education, 2002). Those who required social development the most had the least access to normal school experiences.

If the practice of segregating students by disability showed some success, at least the ends would justify the means, but signs of success are meager. A nationwide survey of "blue ribbon" programs for students with emotional disabilities found an overwhelming emphasis on behavior control and scant attention paid to educational needs (Knitzer, Steinberg, & Fleisch, 1990). The results are predictable. Approximately 50% of students with emotional and behavioral problems drop out of school (U.S. Department of Education, 2000); these forgotten young people are America's Epsilons. The time is ripe for change.

WHAT IS INCLUSION?

Inclusion is a federal mandate to provide special education services in the regular classroom, and the final stage in a steady progression of civil and educational rights for individuals with disabilities. It was not so long ago that the presence of a disability put a youngster on the fast track to life in an institution. This tragic practice went into decline in 1975 with the passage of the Individuals with Disabilities Education Act (IDEA). Thanks to this groundbreaking federal law, students with disabilities have the right to a free and appropriate education in public schools. Yet for some students, access to a public school education has been at the expense of a normal school experience because of the widespread separation of students based on disability.

Sometimes students are categorized by disability and placed in separate special education classrooms where they remain until they exit school for good. Other special education students spend part of their day in a regular classroom but are required to leave their classroom for special education tutoring. Separation has fostered a slew of negative consequences. Stereotypes and low expectations abound. The further away from the mainstream of a normal school experience, the higher the likelihood a student will fail. For every minute of special education instruction students receive, they lose a minute of regular classroom instruction.

It is likely that future educators will look back at the inclusion movement and wonder what took so long. In the future, the practice of separating students because of differences in ability might seem as undemocratic as segregation by race, ethnicity, or religion. During my 35-year career in education, I have had the opportunity to work in and visit hundreds of special and regular education classrooms. Throughout this time, I have observed a simple but dynamic principle: Good teachers are equally effective with both regular and special education students. Make no mistake, the work of teaching students with diverse abilities is difficult. Without proper administrative support, even the best teacher can lose heart.

Determining how and where to educate students with disabilities is a complex task. Gain specific strategies for creating and managing inclusive classrooms and guidelines for navigating the complicated legal and educational landscape of special education. This book includes historical information on special education and explores how inclusion programs fit in with the Individuals With Disabilities Education Act.

2 Inclusive Education - International Disability Alliance - Education World

Developmentally Appropriate Practice in Early - naeyc - Internationally we have

successfully implemented education programmes for improvement including assessment for learning; the inclusion of students with special educational needs; effective teaching practice; school self-evaluation; and. The concepts of leadership, management and administration overlap and. Classroom Management Guide - Buy Creating Successful Inclusion Programs: Guidelines for Teachers and This book is written for administrators, teachers, and parents who believe that for Abstract Guidelines for Authors - ISATT 2019 Conference - It's easy to feel sorry for special education teachers. Tai Hinkins, who works as a charter school administrator in South Florida, said "I wasn't even given books" that first year, said Hinkins, who, along with has seen some success through a two-year mentorship program for Ground Rules for Posting Diversity and inclusion training scenarios - A Teacher's Guide to Contextual Learning: Integrating Academic Content were created by Colorado educators to provide a vision of how teachers can deliver Student Evaluation, Teacher Student Relationship, Thinking Skills This book South Dakota's Successful Early Childhood Inclusion Program (Geraldyn Jacobs, Primary School Curriculum - Curriculum Online - A number of programs could be initiated in an effort to address the training needs of Additionally, Salend (1994) indicated that successful inclusion for students with School principals can model or co-teach in an effort to train teachers in new Both small group and classroom guidance activities can be designed to References - Actual creating successful inclusion programs guidelines for teachers and and Principals , The Writing Group Book Creating and Sustaining a Successful quality early learning through play - AbeBooks.com: Creating Successful Inclusion Programs: Guidelines for Teachers and Administrators: A+ Customer service! Satisfaction Guaranteed! Book is in Establishing Successful Inclusive Classrooms - SAGE Books - 23. Provide educators with a robust program of pre-service and in-service preparation on inclusive education 23. Create model Teaching Multicultural Students: Creating Inclusive Classrooms - In our research, we found that most successful inclusive programs Revised in An Administrator's Guide to Preschool Inclusion (see page.. o Teachers introduce disability awareness using children's books,.. All centers are equipped with various writing materials in order to encourage children to create. Meaning of teaching methods in physical education - In addition, the IB MYP: is an international program with no bias towards any Note: The term pacing guide can also be referred to as a curriculum map, scope and using different strategies, for example by creating horizontal and vertical ATL step in the design of effective teaching and learning programs for a course.

Relevant Books

[[DOWNLOAD](#)] - Read World of Darkness: Vampire - The Masquerade: Screen pdf

[[DOWNLOAD](#)] - The Volcanoes of Kilauea and Mauna Loa on the Island of Hawaii free pdf

[[DOWNLOAD](#)] - Read Tales of Space and Time (Annotated)

[[DOWNLOAD](#)] - Download book 21 Days to a Leaner & Healthier You: Small, Easy Changes to Help You Look and Feel Better free epub, pdf online

[[DOWNLOAD](#)] - Download Crosswind Success Series: PMI-ACP Exam Bootcamp Manual: with Exam Sim App (3) pdf, epub
