5-5-1997

Teaching strategies and methodologies utilized in inclusion education classrooms

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TEACHING STRATEGIES AND METHODOLOGIES UTILIZED IN INCLUSION EDUCATION CLASSROOMS

by
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A Thesis

Submitted in partial fulfillment of the requirements
of the Master of Arts Degree in the Graduate
Division of Rowan College
5/1/97

Approved by

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Date Approved 5/1/97

ABSTRACT

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Teaching Strategies and Methodologies Utilized in Inclusive Education Classrooms

1997

Dr. Stanley Urban

Learning Disabilities

The purpose of this study is to determine if regular education classroom teachers modify their lesson plans and/or their teaching methods to accommodate the learning abilities of "inclusion" children within their classrooms.

Seven certified regular education classroom teachers from a single school district participated. The participants were currently practicing teachers who varied in years of teaching experience, areas of certification, and grades taught. Each teacher completed a questionnaire and a checklist which focused on present teaching strategies and methodologies for inclusion children as well as questions based on changes needed for the future of inclusion in their school district.

Data obtained from the questionnaires was compiled and it was found that these teachers are making the necessary changes in their teaching methods to include their special needs children. Accommodations included using manipulatives, extra clues and prompts, reading the tests to the students, and many more used everyday by teachers in regular education classrooms.

Looking towards the future of inclusion in this school district, more planning time and consultations with special educators are what these teachers believe needs the most change to make this a more successful program.

MINI-ABSTRACT

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Through an analysis of checklists and questionnaires it was demonstrated that the seven regular education classroom teachers in this study are making the necessary modifications in both their lesson plans, teaching strategies and other accommodations to include special needs children in their classrooms.

ACKNOWLEDGEMENTS

The author wishes to express her appreciation to the following:

Dr. Stanley Urban for his wisdom and guidance in carrying out this project.

My sister, Denise, for her help and assistance in typing this paper.

My daughter, Taylor, for her patience and understanding.

My husband Mark, without his love and support this project would not have been possible.

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Chapter 1

Introduction to the Problem

Teachers are acutely aware of the increasing pressure being exerted on school districts to integrate children with a variety of physical, mental, or specific learning disabilities into regular education classrooms. This recent push for including ever increasing numbers of disabled children into regular education classrooms is also known simply as "inclusion". This philosophy has caused numerous practical dilemmas among teachers, principals, and even some parents. The volume of empirical studies and anecdotal essays is evidence that there is no easy answers to the issues that must be confronted. It is however, the regular education teachers that find inclusion most difficult. It is these teachers who will have to make necessary changes within their classrooms, as well as their teaching methods to accommodate this new diverse group of students that will become members of their class.

It is generally acknowledged that a positive attitude accompanied by new ideas such as coteaching and cooperative learning followed up with modifications in homework and child expectations can help assure a successful learning experience for both the teacher and students.

Purpose

The purpose of this study is to determine whether regular education classroom teachers modify their lesson plans and/or their teaching methods to accommodate the learning abilities of "inclusion" children within their classroom.

Research Questions

To accomplish the general purposes of this study, the data obtained is used to answer the following research questions.

1. What modifications of lesson plans are being exemplified by regular education classroom teachers to accommodate children determined eligible /or special education who are included in their regular education classrooms?

2. What modification of teaching methods are being used?

3. Are there other general strategies being utilized to enhance involvement and success?

Value of the Study

The practical value of this study is to determine if regular education classroom teachers are making the putative modifications in their teaching strategies to successfully enhance the learning of the disabled children included in their classrooms. If they are doing so, they are creating a program that is beneficial to both the disabled and the nondisabled children in the class. If it is determined that these teachers are continuing their usual teaching strategies, regardless of the special students placed in their rooms, they will be creating a learning atmosphere that is not beneficial to their students.

While the present study is composed of a small number of teachers, replication of the project in additional school districts could lead to convergent validity which would increase the reliability of the conclusions and finding.

Limitations

Limitations which apply to this study are as follows:

1. The teachers in this study were chosen for their proximity to the researcher, convenience of access and represents the development of inclusive education in one school district.

2. This study involves a small number of teachers and generalization of the findings should be made with caution. In addition, the teachers represented in the sample volunteered to work with disabled children in their class and therefore may not be representative of all teachers.

Definition of Terms

Inclusion- a student will receive a free, appropriate and individualized education, with specially designed instruction, necessary supports, supplementary aids, and related services, with maximum integration into the classes and school they would normally attend if they did not have a disability. (The ARC, Pa. 1993)

Special Education- Specially designed instruction to meet the educational needs of pupils with disabilities including, but not limited to, subject matter instruction, physical education and vocational training. (New Jersey Administrative Code, 1990)

Mainstreaming- usually refers to the placement of special education students into certain non-academic classes such as music or art or into regular education classes when they are "ready". (The ARC, Pa. 1993)

Cooperative Learning- children working together toward a common goal . This special kind of learning stimulates conversation, motivates thinking, and enables young children to experience success. (Silver Burdette and Ginn 1995)

Unified Teacher Program- a program designed at the University of Florida to prepare teachers to:

1. Serve children birth to eight years
2. Provide a family focused approach to education
3. Be sensitive to multicultural issues
4. Implement a full inclusion model
5. Work collaboratively with other professionals
6. Understand and employ developmentally appropriate practices

(Kemple, Hartle, Correa and Fox 1994)

Learning Disability - Specific learning disabilities is a chronic condition of presumed neurological origin which selectively interferes with the development, integration, and/or demonstration of verbal and/or nonverbal abilities. Specific learning disabilities exists as a condition and varies in its manifestations and in degrees of severity. Throughout life it can effect self-esteem, education, vocation, socialization, and/or daily living activities. (Learning Disabilities Association of America 1986)

Chapter 2

Review of the Literature

Many teachers have been heard to say "Inclusion is not new! It is what we used to call "mainstreaming" or "integration" in the past, it's the same thing, but the new jargon is 'inclusion' " (Giangreco, Baumgart, Doyle 1995). This statement however, represents a misunderstanding of the robustness of the concept. There is distinctly a significant difference between the terms mainstreaming, integration and inclusion as stated above. It is correct that both mainstreaming and integration suggest that learning disabled children are placed in regular education classes but those which are non-academic such as music, art or physical education, keeping those main academic subjects like reading, math, or language arts taught in special education classrooms. Inclusion, however, is a movement that has been designed to reconstruct both our schools and classrooms so that those children with learning disabilities can receive, " a free and individualized education; with specially designed instruction, necessary supports, supplementary aids and related services; with maximum integration into the classes and schools they would normally attend if they did not have a disability; so that the student is seen by self and others as someone who 'belongs' and is a full member of the community" (The ARC, Pa. 1993). These characteristics lead us to believe that inclusion is just a disability issue, but inclusion can also pertain to those students who are from other cultures and English is not their primary spoken language, or students who are at risk of failing due to a drug or alcohol problem,

and other students with special needs. (Winter 94/95)

The crucial issue however is that as educators our job is to teach ALL the children in our classrooms, learning disabled or not, both the knowledge and the skills needed for a successful transition into the real world.

Before the development of inclusion, regular education teachers were very alone and isolated. Now, inclusive education, allows teachers to build collaborative alliances with other teachers and support personnel. These alliances allow teachers to engage in professional dialogue, problem solving, and various forms of coteaching (Giangreco, Baumgart, Doyle 1995). Coteaching occurs when the special education teacher and the regular education teacher work together and is a popular approach to inclusion. Coteaching can take on several different forms; from whole class instruction of lessons, to dividing the class into subgroups for instruction. The truth is that there are as many different ways for teachers to work together as there are pairs of teachers collaborating, and that those individual teachers may take on many different roles in their various collaborations with their colleagues (Sindelar 1995).

In order for coteaching to be successful, both the special education teacher and the regular education teacher need time to meet periodically to discuss their students needs and to develop strategies to meet those needs. For example, the special education teacher can offer suggestions on small group instruction, instructional adaptations, or motivational techniques, where as the regular education teacher can offer suggestions for large group instruction, curricular sequencing, or classroom organization (Winter 94/95). It is only when these two teachers work comfortably together that coteaching can be a successful teaching method for all students.

Some teachers found that coteaching is not compatible with their classroom approach. Many inclusive education teachers, through self-evaluation of their teaching methods,

found that their old teaching styles, such as lectures, or many other teacher directed lessons, did not meet their students needs with or without disabilities. What these teachers of children and students aged early childhood through high school, realized was that they needed to make some changes in their teaching styles to accommodate their students. The teachers of younger students realized that they had to plan for individually appropriate learning. Where all children learn in their own unique way. They also came to realize that all young children share a common need to learn through active, 'hands-on' discovery with concrete materials, including children with special challenges, linguistic differences and diverse cultural backgrounds (Winter 94/95; Diener 1993; Chipman, King, and Cruz-Janzen 1994). The teacher must also plan learning activities that are matched to the individual abilities and specific needs of each child (Winter 94/95). Providing flexible activities for the students allows appropriate learning possible without sacrificing a child's opportunity for social interaction (Winter 94/95).

The teachers of older students discovered that they, with the help of their students, would design new learning experiences that were much more active and participatory (Giangreco, Baumgart, & Doyle 1995). This approach allows learning to take new directions appealing to all of the different types of learners in the class.

Due to the fact that there are so many different types of learners in a class, the development of modern technology, computers, and other equipment can be used to support the learning of all students in an inclusive classroom.

If available, teachers can use tape recorders for story telling, data collection or oral journals. VCR's and camcorders can be used can be used to bring an audio/visual affect to student projects. Televisions and videos can allow students to visit other countries, and explore other lifestyles without leaving their classrooms (Winter 94/95). For those disabled students, adaptive computer devices, such as talking software or touch-tone

screens, can help those communicate as well as write, problem solve, and collaborate on a more equitable level with their peers.

Conventional classroom computers can help to serve as a common bond to facilitate friendships between disabled and nondisabled children. It is generally acknowledged that children's differences are less obvious when they work together on a computer. Many of the software programs that are developed offer very creative games that there are no wrong answers to. These programs along with programs that promote cooperative learning and shared responsibility of group members will provide social and academic benefits in an inclusive classroom.

Technology is not the only tool that can promote social acceptance in a classroom. Teachers serving as role models can also find themselves promoting social acceptance. Whether children are different in ability, ethnicity or culture, research supports that a teachers own accepting behavior may encourage students to be more tolerant of children's differences and therefore cause them to accept other children more easily.

Keeping the lines of communication open is yet another essential ingredient when it comes to achieving a successful inclusive classroom. Teachers must be willing to address sensitive issues concerning inclusion with the other children in the class. Children, who are curios by nature, will most assuredly notice the differences in their fellow classmates. They will, before too long, start to ask questions concerning those differences among them. It is the teachers job to not just recognize and explain the differences among the children but also address the similarities among them, therefore promoting a positive attitude toward everyone.

Being able to include special education students into regular education classrooms is not an easy task. However, if one has been trained to work in inclusive classrooms the likelihood of success will be greatly increased. At the University of Florida, education

majors are being taught to do just that. The University has created the Unified Teacher Program that has been designed to work with children ages birth to eight years, in inclusive programs serving young children with or without disabilities and their families. Students completing the program will receive teaching certificates elementary education and early childhood education, a certificate in Preschool Handicapped and a Master's Degree in Education (Kemple, Hartle, Correa & Fox 1994). Students interested in the Unified Teacher Program would not begin their course work until their junior year following the completion of all general education requirements. A list of courses that compose this program are contained in appendix A.

As of the time this article was written, the Unified Teacher Education Program was considered experimental, and steps for its institutionalization were underway. In order for this program to become institutionalized, program approval is needed from both the state department of education as well as the National Council for Accreditation of Teacher Education (Kemple, Hartle, Correa, & Fox 1994). It is intended that the Unified program will eventually become the core program in early childhood education at the University of Florida, so that all students who graduate from the University with a concentration in early childhood education will be prepared to work with both children with disabilities and children who are developing normally (Kemple, Hartle, Correa & Fox 1994).

Inclusive education appears to be gaining widespread acceptance as a means of programming for children with learning difficulties. Many regular education teachers find themselves needing to make changes in both their classrooms and teaching styles to accommodate this new type of learner who is now present in their classrooms. There have not been any claims that teaching an inclusive education classroom will be easy. It requires a great deal of flexibility from all involved including schools, teachers, students and parents. Teachers, of course, need to be most flexible since they are on the front lines

of this movement. From changes in teaching methods, to working with another teacher, to using modern technology to teach their students on a more equal level. All of these things and more will allow the teaching of an inclusive education classroom to be done with great success and will benefit all the students in the class.

Chapter 3

Design of the Study

Introduction

In this chapter, the design of the study will be provided. Population, method of sample selection, instrumentation, collection of data, as well as the research design will be explained.

Population

Seven certified regular education classroom teachers participated in this study. Participants were currently practicing teachers who varied in years of teaching experience, areas of certification, and grades taught. All of the teachers in this study came from one specific school district. Participation in this study was voluntary, and the participants understood that their responses would be anonymous.

The school district in which this study was conducted is divided into two schools. An elementary school containing grades prekindergarten through third and a middle school containing grades four through six. The total enrollment of both schools is approximately 1100 students. The school district itself is one of the "Urban Thirty" schools throughout the state of NJ which means that the school district receives extra funding due to the number of low income families living in the city.

Method of Sample Selection

The sample of teachers contained used in this study were predetermined by the school district. Teachers were selected whose students included special education students in regular education classrooms. The principals suggested the teachers to be included in this study. These teachers were not chosen using specific criterion but rather were representative of all teachers who had special needs children included in their classes.

Instrumentation

For this study, a questionnaire consisting of twenty-three items and a checklist was developed. The focus of the questionnaire was to identify strategies used by regular education teachers to include their learning disabled students. These strategies included instructional, environmental, social and behavioral accommodations. Another purpose of the questionnaire was to determine the teachers perceived need to ensure positive implementation of inclusion in the future.

This questionnaire was distributed by the principal to the teachers in grades four, five and six. The same questionnaire was used for grades kindergarten through third, however, one to one interviews with these teachers were conducted due to the accessibility of these teachers as well as a need to better understand their classroom strategies and methodologies.

Collection of Data

Upon completion of the interviews with the teachers of grades kindergarten through third, the questionnaires were kept until the teachers from grades four through six completed their questionnaires and this researcher picked them up from the principal of the school.

Research Design

A questionnaire was developed by Susan McNally, who is also a May 1997 MA candidate in Learning Disabilities, and this researcher to identify specific strategies used by regular education classroom teachers to include their learning disabled children into their classrooms and lessons. The questionnaire was divided into three specific sections. The first section contained questions designed to gather background information on the teachers; the second section was a checklist entitled Inclusionary Strategies that was based on a newsletter entitled NJ Coalition for Inclusive Education, The Vision, Fall, 1996; finally, the third section takes a brief look at what these same teachers wanted to see in the future of inclusion in their school district. These specific questions came from a study conducted by Brenda Myles, from the University of Kansas, who examined the specific strategies teachers would need to have in place in order to have special education children placed in their regular education classrooms. (See Appendix B for a copy of the questionnaire used in this study.)

Analysis of Data

When all of the questionnaires have been completed and returned, the data will be analyzed by frequency of responses to various categories identifying which strategies and methodologies were being used. Also, a list of changes that these teachers would like to see come about in the future of inclusive education will be developed and discussed with the intention that these changes will come about in the near future of the school district. Finally, a brief look at the backgrounds of those teachers responding to the questionnaire will be presented with a focus on their special education training.

Chapter 4

Analysis of the Data

Results

The results of this study are presented in a format which attempts to answer the research questions listed in chapter I. Data will be reported for the group's responses in the same order in which it was represented on the questionnaire (Appendix B).

Part I

Background Information (N=7)

number of special education children in room

five or more (3)

three or more (3)

one or two (1)

modify lessons to include children?

yes (6)

no (1)

team teach?

yes (5)

no (2)

extra planning time allotted?

yes (0)

no (7)

degree in college

Masters (2)

Bs in Education (5)

special education hours

0 -15 (5)

15 - 30 (2)

Part II

Presentation of Subject Matter (n=7)

present demonstration (model) (7)

use manipulatives (7)

emphasize critical information (7)

preteach vocabulary (7)

use visual sequencing (5)

reduce language level of reading assignments (3)

use total communication (3)

use facilitated communication (1)

teacher tape lectures/discussions for replay (0)

Assignments (n=7)

give extra clues and prompts (7)

use pictorial directions (7)

directions in small distinct steps (6)

lower difficulty level (6)

avoid penalizing for penmanship (5)

avoid penalizing for spelling errors/sloppy (5)

shorten assignments (4)

use written backup for oral directions (4)

reduce paper and pencil tasks (3)

adapt worksheets/packets (2)

read or record directions to students (1)

allow students to record or type assignments (0)

Test Adaptations (n=7)

read test to student (6)

test administered by resource person (5)

extend time frame (5)

multiple choice (3)

oral (3)

modification of homework (3)

preview language of test (2)

modification of grades (2)

portfolio assessment (2)

short answer (1)

modification of spelling words (1)

applications in real settings (0)

Materials(N=7)

use supplemental materials (5)

highlighted tests and study guides (2)

note taking assistance: carbonless or xerox copy of notes of other student (2)

large print (1)

arrangement of material on page (0)

taped text and/or other class materials (0)

Pacing (N=7)

extend time requirements (6)

vary activity often (6)

allow breaks (3)

homeset of text/materials for preview/review (1)

school set of texts sent home for summer review (0)

Self Management/Follow Through (N=7)

check often for understanding/review (6)

calendars (5)

visual daily schedule (5)

have student repeat directions (5)

request parent reinforcement (5)

use study sheets to organize material (4)

review and practice in real situations (4)

teach study skills (3)

plan for generalizations (1)

Motivation and Reinforcement (N=7)

verbal (7)

positive reinforcement (7)

non-verbal (4)

concrete reinforcement (3)

use strengths/interests often (3)

offer choices (3)

Environment (N=7)

preferential seating (4)

reduce/minimize distractions (4)

teach positive rules for use of space (3)

planned seating (2)

alter physical room arrangement (2)

Social Interaction Support

teach friendship skills/sharing/negotiations (7)

cooperative learning groups (7)

peer advocacy (6)

peer tutoring (5)

teach social communication skills (5)

structure activity to create opportunity for social interaction (4)

structure shared experiences in school extracurricular (2)

focus on social process (1)

Part III

Changes in the Future of Inclusion (N=7)

decreased class size (4)

14 - 10 (2)

19 - 15 (2)

* other than special education students

additional planning time (with special educator) (5)

one and a half hours (3)

one hour (2)

a paraprofessional (4)

a half day (2)

entire day (1)

when needed (1)

consultation with a special educator (2)

all (1)

special education teacher (1)

availability of support services (4)

all services (2)

case manager (1)

LDTC (1)

consultation services available to teacher (5)

team teaching (5)

instructional recommendations (4)

behavior management (3)

inservice workshops (2)

instructional techniques (1)

behavior management (1)

Summary

It was interesting to note that most of the teachers used similar strategies to teach their special needs students. Many of the strategies were quite simple, but most often made a great deal of difference in a childs success. Other strategies were more complex, and seemed to be more time consuming for the teacher. A range of strategies seemed to be important in order for the children to achieve success. The most commonly used teaching strategy was to present a demonstration, use hands-on manipulatives, emphasize critical information and preteach vocabulary. These four strategies were used by all of the teachers surveyed. Under the heading of assignments, both pictorial directions and extra clues and prompts were used by all of the teachers and their students. In the other topic areas for teaching strategies, it was quite difficult to include strategies appropriate for the entire range of grades represented, for example kindergarten level teachers do not administer many formal tests, and the topic of Testing Adaptations does not really apply to them.

Some of the teaching strategy skills that were used the least included strategies like teacher taped lectures and discussions for replay, read or tape directions to students, allow students to record or tape assignments, modification of spelling words, a homeset of texts for preview/review. All of the strategies listed above were either used by one or two teachers or no teachers at all.

The other areas for review were strategies based on non-academic subject areas such as behavior and social adaptations to the classroom. In these areas, strategies such as cooperative learning groups, teaching of friendship skills, sharing, positive reinforcement and verbal reinforcement were used by all of the teachers. On the other hand, structure

hand, structure shared responses in school extracurricular activities and focus on social process rather than activity were used by only one or two teachers. It is in these two areas only, however, that all the strategies listed were used by at least one teacher.

Looking towards the future of inclusion in this school district, the most popular change that the teachers would like to see is additional planning time allotted to them to develop lessons for their special needs children. time ranging anywhere from one to one and a half hours is what these teachers would like to see. Also, five of the seven teachers surveyed wanted consultation services made available to them since this service is not currently available. These teachers would like to be consulted on such areas as instructional recommendations and behavior management. The primary area for requesting consultation services was team teaching with a special education teacher. Finally, the area that the teachers felt needed the least amount of change was in the area of workshops and consultation with a special educator. Only two teachers out of the seven felt these two areas would be most beneficial to them.

The background of the teachers surveyed indicates that two of the teachers involved in the inclusion program in this school district have had a total of fifteen to thirty special education hours and five had a total of zero to fifteen special education hours.

Chapter 5

Summary, Discussions and Implications

The purpose of this study is to determine if regular education classroom teachers modify their lesson plans and/or their teaching methods to accommodate the learning abilities of "inclusion" children within their classrooms.

Seven certified regular education teachers from a single school district participated. The participants were currently practicing teachers who varied in years of teaching experience, area of certification, and grades taught. Each teacher completed a questionnaire and a checklist which focused on present teaching strategies and methodologies for inclusion children as well as questions based on changes needed for the future of inclusion in their school districts.

Data obtained from the questionnaires was completed and it was found that these teachers are making the necessary changes in their teaching methods to include their special needs children. Accommodations included using manipulatives, extra clues and prompts, reading the tests to the students, and many more are used everyday by teachers in regular education classrooms.

Looking towards the future of inclusion in this school district, more planning time and consultation with special educators are what these teachers believe needs the most change to make this a more successful program.

Discussions and Implications

When first starting this study, a number of thoughts and questions entered my mind. Initially, I jotted down approximately four or five specific questions I had wanted to get answers to. The most important one being, do you modify lessons and/or plans to include those special needs children in your class, and if so, how? The initial answer I received from the teachers was, "Not much because I try to treat these children like all the other children." I then went back to these same teachers with the final questionnaire and checklist. The results I received on the checklist were quite different from the initial answer to my question. It seems that these teachers were doing alot more than they were aware of.

Implications for a Further Study

The current study limited to the strategies employed seven teachers in one specific school district. The results reflect a small number of teachers in one school district. In order to obtain a more representative sample, an additional study should be conducted in which the schools represent different sizes from the one in this study. The results can then be compared and a more reliable or narrowly defined set of results can be determined.

Also, in a few years, a follow-up study should be conducted on this school district. This would allow for any changes that might have occurred over the years, success or failure, as well as a chance to see if any of the changes that the teachers wanted to see in the future of the school district took effect.

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APPENDIX

Fall	Cr. Hrs.	Spring	Cr. Hrs.	Summer	Cr. Hrs.
• Introduction to Early Childhood Special Education	3	• Classroom Reading I	3	• Learning and Cognition in Education	2
• Child Development and Education	3	• Teaching Math	3	• Introduction to Educational Measurement and Evaluation	2
• Lab in Nursery/ Kindergarten Teaching I	3	• Early Childhood Special Education Assessment	3	• Early Childhood Education Background	3
• Lab in Nursery/ Kindergarten Teaching II	3	• Practicum: 1/2 Primary (1-3 gr) 1/2 Kindergarten	4		
• Sociological and Historical Foundations of Education	4	• Survey of Special Education	3		

Senior Year

Fall	Cr. Hrs.	Spring	Cr. Hrs.		
• Curriculum for Social Competence in EC	3	• Social Studies/Science	3		
• Early Childhood Childrens Literature	3	• Infants/Toddlers in Early Childhood Special Education	3		
• Early Childhood Special Education Curriculum and Methods	3	• Multicultural Issues in Early Childhood Special Education	3		
• Practicum: 1/2 Pre-K Handicapped (3-5 yrs) 1/2 Early Intervention (0-3 yrs)	3	• Creativity in Early Childhood	3		
Early Ch. Curriculum	3	• Introduction to Instructional Computing	2		
		• Emergent Literacy	3		

Graduate Year

Summer	Cr. Hrs.	Fall	Cr. Hrs.	Spring	Cr. Hrs.
• Family Focused Intervention in Early Childhood Special Education	3	• Internship in Early Childhood or Early Childhood Special Education	12	• Day Care for Young Children	3
• Media	3	• Transdisciplinary Service for Exceptional Students	3	• Master's Seminar: Research	3
				• Master's Seminar Research	3
				• Health Science Education	3
				• Survey of Communication Disorders	3

Appendix A- Unified Course of Study

Dear Fellow Teacher,

I am currently a student at Rowan College of NJ working on my Masters Degree in Learning Disabilities. I am currently completing a study on the topic of "Inclusion".

Over the past year we had noticed more and more special needs children being placed in our regular education classrooms. At times it is difficult to manage such a variety of learners in our rooms. This study is focused on discovering what strategies regular education classroom teachers use to accommodate these special learners into their classrooms and their everyday lessons.

In completing the attached questionnaire, you will be helping to develop a list of strategies that are being used to include these special learners in regular education classrooms.

Only a small number of teachers are being surveyed, so your responses are important.

You may be assured of complete confidentiality. Your name will never appear on this questionnaire. I am only looking for group results.

Please take a few minutes now and complete the questionnaire. When finished, please return it to my mailbox. If you have any questions, or would like a copy of the results, please contact me at 456-0320 x120.

Thank you in advance!

Christine Gentile

Appendix B

1. What grade do you teach? K 1 2 3 4 5 6

2. How many children are in your class?

_____ 16-25

_____ 26-30

_____ over 30

3. How many of those children are "special needs" children ?

_____ 1-2

_____ 3-4

_____ 5 or more

4. What are their classifications? (check all that apply)

_____ PI _____ NI

_____ CH _____ MH

_____ OH _____ EMR/TMR

5. How much planning time a week do you receive?

_____ 60-100 Minutes

_____ 105-150 Minutes

_____ 155 or more

6. Do you use any of that time to plan special lessons for your "special needs children?

_____ yes

_____ no

7. Of the lessons you teach, are any of them modified to include your special needs children?

_____ yes

_____ no

8. If yes, are the instructional modifications done by a "paraprofessional"?

_____ yes

_____ no

9. Do you use team teaching as a method of instruction for your special needs children?

_____ yes

_____ no

10. If yes, do you receive any additional planning time to work with the cooperative teacher?

_____ yes

_____ no

11. If yes, how much time per week?

_____ 0-30 minutes

_____ 30-60 minutes

_____ 65 or more

12. What is your level of college education?

_____ BS/BA

_____ MA

_____ PHD

13. How many special education hours have you had?

_____ 0-15

_____ 15-30

_____ 30 or more

14. Next, please take a look at the attached checklist of Inclusion Strategies. Please scan down the list checking all areas that you do in your classroom to include your special needs children in your regular education classroom.

INCLUSIVE IEP'S: ADAPTATION CHECKLIST

Presentation of Subject Matter

__ Teach to the students learning style
__ Teacher tape lectures/discussions for replay
__ Present demonstration (model)
__ Use manipulatives
__ Emphasize critical information
__ Preteach vocabulary
__ Reduce language level of reading assignment
__ Pre-teach vocabulary
__ Use total communication
__ Use facilitated communication
__ Use visual sequencing

Testing Adaptations

__ Read test to student
__ Oral
__ Short answer
__ Multiple Choice
__ Preview language of test questions
__ Applications in real settings
__ Test administered by resource person
__ Extend time frame
__ Modification of spelling words
__ Modification of grades
__ Modification of homework

Pacing

__ Extend time requirements
__ Vary activity often
__ Allow breaks
__ School set of texts for summer review
__ Home set of texts/materials for preview/review

Assignments

__ Give directions in small distinct steps
__ Use written backup for oral directions
__ Lower difficulty level
__ Shorten assignments
__ Reduce paper/pencil task
__ Read or tape record directions
__ Use pictorial directions
__ Give extra clues and prompts
__ Adapt worksheets/packet
__ Avoid penalizing for spelling errors/sloppy
__ Avoid penalizing for penmanship
__ Allow student to record or type assignments

Materials

__ Arrangement of material on page
__ Taped texts and/or other class materials
__ Highlighted texts/study guides
__ Use supplemental materials
__ Note taking assistance: carbonless or Xerox copy of other students notes
__ Large print

Self Management/Follow Through

__ Visual daily schedule
__ Calendars
__ Check often for understanding/review
__ Request parent reinforcement
__ Have student repeat directions
__ Teach study skills
__ Use study sheets to organize materials
__ Review and practice in real settings
__ Plan for generalizations
__ Teach skills in several settings/ environments

Motivation and Reinforcement

__ Verbal
__ Non-verbal
__ Positive Reinforcement
__ Concrete reinforcement
__ Offer choices
__ Use strengths/interests often

Environment

__ Preferential seating
__ Planned seating
__ Alter physical room arrangement
__ Reduce/minimize distractions
__ Teach positive rules for use of space

Social Interaction Support

__ Peer advocacy
__ Peer tutoring
__ Structure activity to create opportunities for social interaction
__ Focus on social process rather than activity/end product
__ Structure shared experiences in school, extracurricular
__ Cooperative learning groups
__ Teach friendship skills/sharing/negotiations
__ Teach social communication skills

15. Knowing that what you are doing is the best you can for these children, do you feel that it is effective?

_____ yes

_____ no

16. What modifications would you like see made available to you so you can further the success of your special needs students? (check all that apply)

_____ decreased class size

_____ additional planning time

_____ a paraprofessional

_____ availability of support services

_____ consultation with special educator

_____ inservice workshops

17. If you checked decreased class size, how many children (other than special ed children) should be in your room.

_____ over 30

_____ 29-25

_____ 24-20

_____ 19-15

_____ 14-10

_____ less than 10

18. If you checked additional planning time, how much planning time per day should be allotted to you?

_____ 2 hours or more

_____ 1 and a half hours

_____ 1 hour

19. If you checked paraprofessional, for what portion of the day would they be required?

_____ entire day

_____ a half day

_____ other (please specify) _____

20. If you checked availability of services, which professionals should be available to provide services for your special needs children? (check all that apply)

_____ Psychologist

_____ Social Worker

_____ Speech/Language Pathologist

_____ Occupational/Physical Therapist

_____ Other (please specify) _____

21. If you checked consultation with a special educator, who should be available to provide consultation services for the children? (check all that apply)

_____ Psychologist

_____ Social Worker

_____ Speech/Language Pathologist

_____ Occupational/Physical Therapist

_____ Special Educator

_____ Other (please specify) _____

22. What consultation services should be made available to you?(check all that apply)

_____ consultation on instruction recommendations

_____ consultation concerning behavior management

_____ team teaching with a special educator

_____ other (please specify) _____

23. If you checked inservice workshops, what kind of inservice workshops should be available to you?

_____ workshops concerning instructional techniques

_____ workshops concerning behavioral management

_____ other (please specify) _____

24. Which one of the following is more important to you as a teacher of mainstreamed exceptional children? (check one)

_____ having an opportunity to participate in the decision-making process concerning modifications (i.e., inservices, decreased class size, etc.)

_____ having mandatory modifications (i.e., inservices, decreased class size, etc.) in place for all mainstreamed exceptional children.

Thank you again for your time and cooperation in filling out this questionnaire.