INCLUSION

Effective Practices for All Students

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To Nancy, for the personal and professional paths we’ve traveled together.

JM

To Irene and Dan—So much! Again and Always

MSR

To Wendy, For more than 35 years of love and support,

DLW

Preface

Our Vision

Students with special needs continue to be included in our nation’s schools in increasing numbers,
bers, providing learning and social opportunities that did not exist in the past. Although much progress has been made, inclusion continues to be a source of controversy. Even though the vast majority of educators are committed to providing an inclusive education for their students, the reality of how to effectively address the academic and behavioral needs that students with disabilities bring to a classroom continues to be a challenge. Clearly, many questions remain regarding how to best design, deliver, support, and evaluate effective, inclusive educational programs. It is our view that the responses to these questions are best presented to current and future educators in a practical and straightforward fashion, using a format that integrates evidence-based practices with applications and examples that reflect school settings and working conditions.

This text is built upon a pragmatic, ‘real-world’ approach to inclusion. That is, we assume that all general education classrooms should be designed to accommodate the needs of a diverse range of students, and all students with disabilities should be included to the maximum extent appropriate. Moreover, we take the perspective that many students (including those with and without disabilities) will at times need intensive, small group instruction that may be provided in a general education classroom, or in a separate setting.

**Organization and Themes of Text**

In this text, we anchor content to three key themes: 1) **Values** underlying inclusion, 2) the importance of **Professional Educators**, and 3) **Effective Applications** (evidence based practices).

To provide a complete picture of inclusion, and to emphasize how it relates to our three key themes, we have organized the text into three parts: Foundations of Successful Inclusion, Meeting the Needs of All Students, and Effective Practices for All Students. This three part format allows
allows us to address the needs of the diverse range of teacher preparation students typically enrolled in inclusion coursework: traditional special education students, traditional general education students, and the growing number of alternative certification students. The question that drives each chapter and the text as a whole is: “Regardless of who you are, do you have the necessary knowledge, skills, and dispositions to successfully include students with disabilities in a general education classroom?”

NEW TO THIS EDITION

- **A View From…** features in every chapter share the voices of students and educators involved in inclusion.

- **Tips from Effective Teachers** features in Part 2 share recommendations from the classrooms of the features inclusive schools highlighted in the text.

- **Strategy Fact Sheets in Part 3** describe highly effective, evidence-based practices that may be used in inclusive classrooms to improve academic and behavioral outcomes of students with disabilities and others who struggle to succeed.

- **Completely refocused chapters** on *Teaching Students from Diverse Backgrounds* (Chapter 12), and *Teaching Core Academic Areas* (Chapter 13) take a fresh, classroom-oriented approach to these topics.

- **Response to Intervention** coverage has been reconsidered and integrated in appropriate chapters to provide a framework as well as implementation ideas.

VALUES UNDERLYING INCLUSION—This is the first Banner title. Should take one page
The values theme emphasizes the perspective that students with disabilities should be active participants in the academic and social activities (or communities) of their classrooms and schools. This means that from the beginning, the curriculum and instructional practices of all classrooms should be designed to accommodate and support the academic and social needs of a broad range of students, including those with disabilities. When this occurs, some (perhaps many) students with disabilities should be included as a natural part of the general education classroom, with no need for special accommodations or adaptations.

Foundations of Successful Inclusion

The two chapters in Part I provide readers with background/foundational information regarding inclusion, address the values that underlie this movement, and introduce the three highly successful inclusive schools that will be used throughout the text.

We use a number of pedagogical features to provide examples of the themes throughout the text. Many of these features use examples taken from professional educators in highly effective inclusive schools and classrooms. This ensures that the examples we use are grounded in the real world experiences of teachers, and address both the strengths and challenges of developing inclusive classrooms.

Three Inclusive Schools – Insert example of this feature

A significant amount of content within the text is situated in three highly successful inclusive schools at the elementary, middle, and high school levels. These schools have diverse student bodies, and are located in a variety of settings. We provide a lengthy description of the schools in
in chapter 1, and teachers, parents, administrators, and students from the three schools are used in features and as examples throughout the text. These schools provide a foundation for the pragmatic approach we take to inclusion, ensuring that the information we provide is situated in real world settings and across all grade levels.

PROFESSIONAL EDUCATORS—Second Banner title on a two page spread

The second theme emphasizes the importance of highly effective professional educators in meeting the needs of all students. Highly effective professional educators are those who have the knowledge, skills, and dispositions to effectively meet the needs of a broad range of students. These professionals use evidence-based practices, have in depth knowledge of the content they teach, and continue to learn and grow as they seek to better meet the needs of all students who enter their classrooms and schools.

Meeting the Needs of All Students

Chapters 3–9 are brief and provide descriptive information regarding disability categories, and address general principles and issues regarding the application of effective practices with these students. All categorical chapters use the same general outline to facilitate reader comprehension and consistency. Each chapter is written in a clear, succinct, practical, and approachable style and has the same pedagogical elements and themes throughout.

A View from…..—insert example

This feature begins all chapters in the text and a second View feature is included in Chapters 1-9.
This feature provides the perspective of teachers, parents, students, and administrators from the three schools (elementary, middle, and high schools) described in Chapter 1. These real life scenarios address the themes of the text and provide readers with an understanding of:

- Teacher, parent, student, and administrator views regarding inclusion
- Benefits of inclusion and the value of inclusive practices/classrooms/schools

**Pause & Reflect Margin Notes—insert example**

In every chapter of the text we have Pause & Reflect margin notes that focus on specific concepts addressed in the text and ask readers to examine their own perspectives and beliefs on these topics. These notes also are connected to our three themes in the text.

**Just the Facts—insert example**

Because chapters 3–9 are brief, we have provided a “just the facts” feature that addresses definition, identification, assessment, prevalence, and service delivery practices (LRE statistics). This feature will help readers identify the key components on the basic categorical issues covered in each of these chapters.

**Tips from Teachers—insert example**

This feature is included in chapters 3-9, and provides tips from teachers regarding inclusion of students with different disabilities. These tips provide real-world examples from the three schools featured in this text, as teachers provide their perspectives on key issues for including students who exhibit a range of different academic and behavior challenges in an inclusive classroom.
EFFECTIVE APPLICATIONS—This is the third Banner title and should be on a two page spread.

Finally, the third theme of effective applications emphasizes evidence-based practices that meet the needs of students with disabilities and others who struggle to learn or adjust socially. These practices may be applied with all students in a general education classroom (e.g., class-wide peer tutoring), or implemented with small groups of students either in the general education classroom or in a separate setting (e.g., intensive reading instruction). Evidence based practices ensure that all students learn the academic and social skills needed to be successful in school and in life beyond school.

Part 3 Chapters

Chapters 10–16 address key topical issues for the inclusive classroom and effective practices that can be used with all students. The first half of each chapter discusses the theory and background of each issue (e.g., collaboration, classroom management, technology) and the second half of each chapter provides in-depth, step-by-step strategies (up to 10 strategies per chapter topic) related to these issues.

Putting It All Together and Strategy Fact Sheets – Insert example

To connect the theory of the first half of chapters 10–16 with the strategies covered in the second half of these chapters we provide a list of key points regarding the topic of the chapter, followed by a Strategy Fact Sheet that included a brief description of each strategy. These organizers con-
tain the following helpful information:

- The name of each effective practice
- A brief narrative description of the strategy
- Special considerations regarding the use of the strategy in an inclusive classroom

**Step-by-Step Strategies – Insert example**

Up to ten effective strategies are included in chapters 10–16. Each strategies is presented in a step-by-step manner. You will notice that the pages in this text are perforated and hole punched – this enables students to remove these evidence-based strategies and put them into a binder for future use as they enter their own classroom.

Each strategy includes the following information:

- Rationale that gives background information regarding the strategy – when and how it should be used
- Step-by-Step instruction on how to use the strategy with students or in the classroom
- Applications and Examples of the strategy in a real-world context
- A Keep in Mind section that helps readers address specific “speedbumps” they may encounter when applying the strategy
- Key references that provide citations for further information regarding the topic
The student and instructor support package for *Inclusion: Effective Practices for All Students* includes MyEducationLab, an Online Instructor’s Manual with Test Items, Online TestGen assessment software, and Online PowerPoint Presentations.

**MyEducationLab -- #1 Head**

**THE POWER OF CLASSROOM PRACTICE – Treat like a #2 Head**

In *Preparing Teachers for a Changing World*, Linda Darling-Hammond and her colleagues point out that grounding teacher education in real classrooms—among real teachers and students and among actual examples of students’ and teachers’ work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today’s classrooms. MyEducationLab is an online learning solution that provides contextualized interactive exercises, simulations, and other resources designed to help you develop the knowledge and skills that teachers need. All of the activities and exercises in MyEducationLab are built around essential learning outcomes for teachers and are mapped to professional teaching standards. Utilizing classroom video, authentic student and teacher artifacts, case studies, and other resources and assessments, the scaffolded learning experiences in MyEducationLab offer you a unique and valuable education tool.

On the MyEducationLab for this course you will find the following features and resources.

**STUDY PLAN SPECIFIC TO YOUR TEXT -- #2 head**
A MyEducationLab Study Plan consists of a chapter quiz. Students have the opportunity to take a self-assessment after reading each chapter of the text. Each self-assessment question is tied to a chapter objective, so the students are assessed on their knowledge and comprehension of all the concepts presented in each chapter. The quiz results automatically identify areas of the chapter that still need some additional study time. In this study plan, students are presented with Review, Practice, and Enrichment exercises to help ensure learning and to deepen understanding of chapter concepts – when just re-reading and studying chapter content is not enough. The study plan is designed to help each student perform well on exams and to promote deep understanding of chapter content.

CONNECTION TO NATIONAL STANDARDS -- #2 head

Now it is easier than ever to see how coursework is connected to national standards. Each topic, activity and exercise on MyEducationLab lists intended learning outcomes connected to the appropriate national standards.

ASSIGNMENTS AND ACTIVITIES #2 Head

Designed to enhance your understanding of concepts covered in class, these assignable exercises show concepts in action (through videos, cases, and/or student and teacher artifacts). They help you deepen content knowledge and synthesize and apply concepts and strategies you read about in the book. (Correct answers for these assignments are available to the instructor only.)

BUILDING TEACHING SKILLS AND DISPOSITIONS -- #2 head

These unique learning units help users practice and strengthen skills that are essential to effective
tive teaching. After presenting the steps involved in a core teaching process, you are given an opportunity to practice applying this skill via videos, student and teacher artifacts, and/or case studies of authentic classrooms. Providing multiple opportunities to practice a single teaching concept, each activity encourages a deeper understanding and application of concepts, as well as the use of critical thinking skills. Feedback for the final quizzes is available to the instructor only.

IRIS CENTER RESOURCES --#2 Head

The IRIS Center at Vanderbilt University (http://iris.peabody.vanderbilt.edu), funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), develops training enhancement materials for preservice and practicing teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. In your MyEducationLab course we have integrated this content where appropriate.

SIMULATIONS IN CLASSROOM MANAGEMENT --#2 Head

One of the most difficult challenges facing teachers today is how to balance classroom instruction with classroom management. These interactive cases focus on the classroom management issues teachers most frequently encounter on a daily basis. Each simulation presents a challenge scenario at the beginning and then offers a series of choices to solve each challenge. Along the way students receive mentor feedback on their choices and have the opportunity to make better choices if necessary. Upon exiting each simulation, you will have a clear understanding of how to address these common classroom management issues and will be better equipped to handle them in the
them in the classroom.

COURSE RESOURCES -- #2 Head

The Course Resources section of MyEducationLab is designed to help you put together an effective lesson plan, prepare for and begin your career, navigate your first year of teaching, and understand key educational standards, policies, and laws.

It includes the following:

- The **Lesson Plan Builder** is an effective and easy-to-use tool that you can use to create, update, and share quality lesson plans. The software also makes it easy to integrate state content standards into any lesson plan.

- The **Preparing a Portfolio** module provides guidelines for creating a high-quality teaching portfolio.

- **Beginning Your Career** offers tips, advice, and other valuable information on:
  - **Resume Writing and Interviewing**: Includes expert advice on how to write impressive resumes and prepare for job interviews.
  - **Your First Year of Teaching**: Provides practical tips to set up a first classroom, manage student behavior, and more easily organize for instruction and assessment.
  - **Law and Public Policies**: Details specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

CERTIFICATION AND LICENSURE -- #2 Head
The Certification and Licensure section is designed to help you pass your licensure exam by giving you access to state test requirements, overviews of what tests cover, and sample test items.

The Certification and Licensure section includes the following:

• **State Certification Test Requirements:** Here, you can click on a state and will then be taken to a list of state certification tests.

• You can click on the **Licensure Exams** you need to take to find:
  - Basic information about each test
  - Descriptions of what is covered on each test
  - Sample test questions with explanations of correct answers

• **National Evaluation Series™** by Pearson: Here, students can see the tests in the NES, learn what is covered on each exam, and access sample test items with descriptions and rationales of correct answers. You can also purchase interactive online tutorials developed by Pearson Evaluation Systems and the Pearson Teacher Education and Development group.

• **ETS Online Praxis Tutorials:** Here you can purchase interactive online tutorials developed by ETS and by the Pearson Teacher Education and Development group. Tutorials are available for the Praxis I exams and for select Praxis II exams.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

**INSTRUCTOR’S RESOURCE CENTER -- #1 Head**

The Instructor Resource Center at www.pearsonhighered.com has a variety of print and media resources available in downloadable, digital format—all in one location. As a registered faculty member, you can access and download pass code–protected resource files, course-management content, and other premium online content directly to your computer.
Digital resources available for *Inclusion: Effective Practices for All Students, 2e*, include the following:

- A test bank of multiple choice and essay tests.
- PowerPoint presentations specifically designed for each chapter.
- An Online Instructor’s Manual with numerous recommendations for presenting and extending text content. It is organized by chapter and contains chapter objectives, chapter summaries, key terms, presentation outlines, discussion questions, and application. The test item bank contains multiple-choice, short answer, and essay questions that can be used to assess students’ recognition, recall, and synthesis of factual content and conceptual issues from each chapter.

To access these items online, go to [www.pearsonhighered.com](http://www.pearsonhighered.com) and click on the Instructor option. You'll find an Instructor Resource Center option in the top navigation bar. There you will be able to log in or complete a one-time registration for a user name and password. If you have any questions regarding this process or the materials available online, please contact your local Pearson sales representative.

**Acknowledgments –Last Banner title**

To make an inclusive classroom function well, professionals must work together, sharing expertise and providing support as it is needed. We have witnessed this firsthand on numerous occasions in schools, as teachers and administrators work collaboratively to provide extraordinary educational opportunities for all students. The same is true when writing a textbook. While three of us are listed as authors of this text, we had a broad range of support in completing this project.
As the second edition of this text has moved toward completion, the level of support, creativity, and knowledge that colleagues have provided has been extraordinary, and we are extremely privileged and grateful to have had this support.

First, we want to acknowledge the superlative effort of the professionals at Pearson Education for their unparalleled support. Our Executive Editor Ann Davis provided the momentum to get this project started, then used her extensive knowledge of special education textbooks and marketing to provide us with a unique direction for our inclusion text. Throughout the many months we spent writing and now revising this text, she continually kept us on-message and encouraged us to produce a unique text with features that were a good fit for the real-world of teaching and inclusive classrooms.

Our many requests for support and information at the Pearson Education offices were cheerfully and quickly addressed in editorial by Penny Burleson and Joanna Sabella in marketing. Finally, we are grateful for the creative coordination of Senior Production Editor Sheryl Langner, who was always there to make sure that the pieces of this project fit together and resulted in a product that was both logical and attractive.

We would like to provide a special thanks to our main contact and support person at Pearson Education, Executive Development Editor Hope Madden. Hope’s matter of fact style and willingness to dive into complex and at times sensitive issues have helped us question and improve many parts of this text. While at times we have dreaded opening emails from Hope, which often had suggestions for more changes, deadlines, or other tasks, her suggestions have consistently been on the mark and have significantly improved the quality of this text. In particular, she’s pushed us to get away from our professorial roles, and write in a way that is accessible and user friendly.
For their fine work on an earlier draft of Chapter 13, we want to thank Dorene Ross and Margaret Kamman from the University of Florida, Vivian Correa from the University of North Carolina-Charlotte, and Jennifer Huber from Arizona State University. Many of the ideas that these colleagues included in the original version of this chapter are retained in Chapter 13, and we thank them for sharing their expertise and many experiences working with students from diverse backgrounds.

A highlight for each of us as we wrote this book was having the opportunity to initial or follow-up interviews and observations of a group of extraordinarily dedicated teachers and administrators in our three feature schools, Gilpin Manor Elementary, West Hernando Middle, and Heritage High School. We are very appreciative to these professionals for allowing us to enter their schools, and for their willingness to share their expertise, ideas, and creativity. We are especially appreciative of the following teachers, administrators, and school staff at the three schools.

Much assistance was provided by the administration in Cecil County Public Schools in Maryland and especially by the administration, faculty, and staff at Gilpin Manor Elementary School. We especially appreciate assistance provided by the Associate Superintendent, Dr. Carolyn Teigland, and by the Principal of Gilpin Manor Elementary School, Ms. Jennifer Hammer. We also thank the teachers and related services professionals at GMES whom we interviewed including: Alice O’Mullane, Alison McMahon, Alison Meyer, Jeannie Huskins, Kim Miller, Mailee Taylor, Megan Law, Melissa Pratt, Shellee Decker, Stephanie Walsh, and Susan Huff. Finally, we thank the parents and students who were willing to talk to us about their experiences at GMES.

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For the first edition, we sent out many drafts of each chapter for review, and received valuable feedback from a range of colleagues. We also had several colleagues who reviewed first edition
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Finally, completing this extensive revision required our frequent absences from home. In spite of this, it is our great fortune that we continue to have the love and support of our families, and for this we are eternally grateful. This includes our wives, Nancy, Irene, and Wendy; children Gaby, Robby, Matthew, Zeke, Daniel, Jennifer, Jessica, and Meredith; and grandchildren Dylan, Ethan, Hayden, Riley, and Nicholas.

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