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## **A Model Inclusion Program for Primary Level Students**

Greg S. Brown

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A MODEL INCLUSION PROGRAM FOR PRIMARY LEVEL STUDENTS

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Greg S. Brown  
June 1998

# A MODEL INCLUSION PROGRAM FOR PRIMARY LEVEL STUDENTS

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The purpose of this study was to develop a model inclusion program for primary level students. To accomplish this purpose, a review of current literature and research related to integration of special education students into a “regular” classroom was conducted. Additionally, information from selected schools and districts related to primary inclusion programs was obtained and analyzed.

## ACKNOWLEDGMENTS

The writer wishes to dedicate this project to his parents, Pam and Gary Brown for their continued support, inspiration, and encouragement throughout his life and career.

The writer also wishes to express his appreciation and gratitude to Bev Taylor for her positive influences which led him to seek this degree. Appreciation is also extended to Dr. Jack McPherson for his support and guidance throughout his entire course of study, Dr. Frank Carlson and Dr. Joe Schomer for their participation in this project.

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# CHAPTER ONE BACKGROUND OF THE STUDY

## Introduction

Ultimately good teaching is a relationship between two people; teachers get good results because they enter into that relationship. Inclusion is providing more options for children as ways to learn. It's structuring schools as communities where all children can learn (Kliewer, 1996)

As suggested in the above statement by Kliewer, Inclusive education is nothing more than good teaching practices. What good teachers do is to think thoughtfully about children and develop ways to reach all children. He also explained that there is no recipe for becoming an inclusive teacher or an inclusive school. It is not a mechanized format.

Dr. Sandra Alper (1996) indicated that you can't talk about the philosophy of inclusion without talking about teaching functional skills or collaborating as a team with regular education teachers, principals, parents, and special education teachers.

Barry Wilson(1996), head of the UNI Department of Educational

Psychology and Foundations, emphasized that inclusive education requires looking at school differently. “If you think of school as a factory with a product and you have the whole education reform notion of testing and creating the best product, then you’re locked in and you have to find a place for students who are rejects. This is extremely non-inclusive. But if you view school as inclusive and are looking for ways to educate that benefit all students, then that’s inclusive.”

#### Purpose of the Study

The purpose of this study was to develop a model inclusion program for primary level students. To accomplish this purpose, a review of current literature and research related to integration of special education students into a “regular” classroom was conducted. Additionally, information from selected schools and districts related to primary inclusion programs was obtained and analyzed.

#### Limitations of the Study

For purposes of this study, it was necessary to set the following limitations:

1. Scope: The proposed model program was designed for



implementation in a first grade classroom at Rainier View Elementary School in the Federal Way School District.

2. Research: The preponderance of research and literature reviewed for the purpose of this study was limited to the past ten (10) years. Additionally, selected schools and districts in Washington State were interviewed and/or contacted and invited to submit a copy of items presented to teachers for accommodating students with special needs in their classrooms. These school districts were:

Auburn School District

Kent School District

Olympia School District

Highline School District

Federal Way School District

### Definitions of Terms

Significant terms used in the context of this study have been defined as follows:

1. Accommodation: An accommodation is any variation in the educational environment or process. Accommodations include variations in scheduling, setting, aids and equipment,

and presentation format. Accommodations are made in order to provide a student with the opportunity to demonstrate what the student knows and can accomplish. (Falvey, 1995)

2. Free Appropriate Public Education (FAPE): The IDEA requires that all children with disabilities have available to them..a free appropriate public education which emphasized special education and related services designed to meet their unique needs. (Wilson, 1994)

3. IDEA: The Individuals with Disabilities Education Act of 1990, this act was re-authorized on August 31, 1997. IDEA requires that a state that accepts federal IDEA funds must meet three basic requirements in order to comply with the law. First, it must provide a free appropriate public education (FAPE) to qualified students, and second, to the “maximum extent appropriate,” a child with a disability must be educated in the least restrictive environment. This last requirement is often called the mainstreaming mandate. (Wilson, 1994)

4. Inclusion: the term referring to children with special needs

being serviced in the general education classroom, with modifications and accommodations, along with their general education peers. IDEA states the following about inclusion:

...procedures to assure that, to the maximum extent appropriate, children with disabilities, including children in public....institutions, are educated with children who are not disabled, and that special classes, separate schooling, or other classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Kliewer, 1996)

5. Individual Education Program (IEP): Specific program for a child that qualifies for special education or related services. This document must include the following:

a) Present Levels of Educational, Social, and Health Performance.

- b) Annual Goals/Objectives which must:
  - 1) be measurable
  - 2) have expected level of accomplishment
  - 3) have a timeline for accomplishment of goals/objectives
- c) Special Education and Related Services.
  - 1) participation in general education.
  - 2) modifications needed in general education must be described.
  - 3) description of specially designed PE if needed.
- d) Statement of transition services needed if older than 16.
- e) Initiation of service date and duration's of service including:
  - 1) number of school days
  - 2) number of hours per day
  - 3) extended school year
- f) Evaluation Procedures  
(OSPI, 1995)

6. Least Restrictive Environment (LRE): Each special education student shall be provided services:

- a) In the general educational environment with students who are not disabled to the maximum extent appropriate to his or her needs. Special classes, separate schooling or other removal from the general education environment cannot occur unless it is demonstrated by the school district or other public agency that the nature or severity of the student's disability is such that his or her education in general classes with the use of supplementary aids and services cannot be satisfactorily; and in the school which he or she would attend if not special

education and related services, unless his or her IEP requires some other arrangement. (WAC 392-172-172)

7. Modification: A modification is an alteration of educational content or instrument. (Falvey, 1995)

8. Special Education: Instruction that is specially designed to meet the unique needs of a special education student and provided at no cost to the parent or student. (OSPI, 1995)

9. Special Populations: As defined by RCW 28A.630.885, special populations include students in special-education programs and highly capable students.

## CHAPTER TWO REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SCHOOLS

### Introduction

The review of research, literature, and information obtained from selected schools summarized in Chapter 2 has been organized to address:

1. Schools as Inclusive Communities
2. Laws Protecting Students with Special Needs
3. Techniques and Strategies for Preparing Teachers for Inclusion
4. Information Obtained from Selected Schools
5. Summary

Data current within the past ten (10) years was identified through an Educational Resources Information Centers (E.R.I.C.) computer search. Additionally, information from selected schools and districts serving students with special needs in an inclusive setting was obtained and analyzed.

### Schools as Inclusive Communities

What a growing number of schools have been attempting is to develop educational settings into inclusive, supportive communities. The

goal in such schools is to be sure that all students, regardless of any individual differences they might have, are fully included in the mainstream of school life. It also incorporates the idea that “all students deserve to be safe, happy, secure, and successful learners within the mainstream.” (Stainback, 1992)

Before discussing the characteristics of school that are in the process of becoming inclusive communities, it is useful to review background information about why full inclusion of all students into the educational mainstream is an important goal.

Even though findings from some investigations have indicated that simply including students with disabilities in to general education classrooms does not result in learning benefits (Marston, 1987), it has consistently been found that when provided appropriate educational experiences and support in integrated settings students learn more than they do in segregated settings (Madden, 1983). While most of the research to date has been conducted with students labeled as having mild disabilities, Brinker and Thorp (1983) found that students labeled autistic generalized newly acquired social behaviors considerably better in integrated settings than in segregated ones. As with learning, attitude change toward students with disabilities can positively develop when appropriate guidance and

direction from adults is provided in integrated settings. That is, “in integrated settings students can learn to understand, respect, be sensitive to, and grow comfortable with individual differences and similarities among their peers. (Voeltz, 1980)

Research during the past several decades has repeatedly shown the tremendous benefits that children gain through socialization with their peers throughout the school years. Children learn many daily life, communication, proper conduct, social, and other skills through sustained interactions with their peers with proper guidance from adults. That is, students do not learn solely from teacher-student interactions. It is clear that much of what is learned in school is learned through student-to-student interactions (Johnson & Johnson, 1987)

Inclusive schools and classrooms do not focus on how to help any particular category of students, such as those classified as disabled, fit into the mainstream. Instead, the focus is on how to operate classrooms and schools as supportive communities that include and meet the needs of everyone. Personnel in such schools and classrooms purposefully foster community - a sense that everyone belongs, is accepted, supports and is supported by his or her peers and other members of the community in the course of having his or her educational needs met. There is a great deal of



emphasis on students as well as staff and caring about and accepting responsibility for each other. (Stainbeck, 1992)

### Laws Protecting Students with Special Needs

Public law 94-142, the Education for All Handicapped Children Act of 1975, mandated that all children, who qualify for special services, are entitled to a free appropriate public education in which related services are designed to meet the individual child's needs. Public law 94-142 was amended in 1990 and changed to the Individuals with Disabilities Education Act, or IDEA. The IDEA was re-authorized on June 4, 1997. The IDEA states:

“Each state must establish procedures to assure that, to the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and that special education, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” 20 U.S.C. 1412(5)(B).

A 5th Circuit Court of Appeals decision also noted that just because a student cannot achieve the same level of academic education as others in the

class is not a reason to deny access to regular education.

WAC 392-172-030 stated that “Each school district or other public agency shall provide every special education student between the age of three and twenty-one years, a free and appropriate educational program. The right to special education for eligible students commences on their third birthday.”

For those students with special needs who do not qualify for special education services under Public Law 94-142, Section 504 of the Vocational Rehabilitation Act of 1973, Public Law 93-112, has protected their accommodations. In fact, Section 504 has been a basic civil rights act mandating program accessibility to handicapped individuals. Although no funds are provided under Section 504 school districts are required to do what is necessary to make its educational programs accessible for all persons with disabilities.

## Techniques and Strategies for Preparing Teachers for Inclusion

Obviously, there is no standard formula to solve all the problems of mainstreaming. Education strategies are tailored to individual situations, and the scope of any program is determined to some extent by the resources available. But within those limitations, the only acceptable goal is total student growth and development. (Holcomb, Coryell, & Rosenfield, 1992, p. 5)

As Holcomb, Coryell, and Rosenfield indicated, a variety of educational strategies have been found to successfully meet the needs of a student with special needs.

Dr. Chris Kliever (1996) stated that inclusive education is nothing more than good teaching. He went on to suggest that students take responsibility for their education and that they help create the structure of the classroom, including helping to establish rules and academic programs. Above all, families need to be involved according to Kliever.

Concerning the physical environment, the general education teacher may wish to ask the following questions:

1. Are there too many people in the room?

2. What about the physical arrangements of the class?
3. What about the lighting of the room?
4. Is there a number line on the wall **and** on the child's desk?
5. Is there a D'Nealian alphabet on the wall **and** on the child's desk?

Concerning the instructional environment, the general education teacher should ask:

1. Is the work too hard? Too easy?
2. Is the pace too fast? Too slow?
3. Is the teacher too loud? Not loud enough?
4. Is there too much work? Too little work?

Louden (1992) found that general education teachers are often apprehensive about having a child with an IEP in their classroom. Donna Raschke (1996) offers these starting points for working to prepare students, teachers, and administrators to be part of an inclusive school.

**Step 1.** Address attitudes and values - Have involved persons identify what areas of inclusion they are comfortable with and what they are not comfortable with. Don't put values on these; just identify them.

**Step 2.** Information - Read books, watch videos, talk to teachers of

an inclusive classroom, visit inclusive schools to get information to build self-confidence and self-esteem for teachers and students to be part of inclusive education.

**Step 3.** Application - Take the risk with a support system in place to be receptive and willing to accommodate children with greater needs. This takes leadership from principals, teachers, and students and means a whole attitude of acceptance, tolerance, and respect.

#### Information Obtained from Selected Schools

Five (5) selected districts from Washington State were contacted and invited to submit information descriptive of educating students on the lower spectrum of special education in the general classroom. Specifically, information detailing the following program components was solicited:

1. Handbooks
2. Handouts
3. Resources given to educators
4. Inservice training for educators

Selected districts contacted included:

Auburn School District

Kent School District

Olympia School District

Highline School District

Federal Way School District

An analysis of information obtained from the above selected school districts revealed four (4) common characteristics concerned with educating and accommodating students in an inclusive setting, included:

1. Handbooks: None of the five (5) school districts had incorporated a handbook on educating special needs children in an inclusive environment.
2. Handouts: All five (5) school districts provided handouts on educating and accommodating special needs students in an inclusive setting yet, surprisingly, none were willing to share them.
3. Inservice: Two (2) of the five (5) school districts provided inservice training for its educators on educating and accommodating

special needs students in an inclusive environment but only for special education staff.

4. Importance of Inservice: All five (5) school districts expressed the importance of inservice and handbooks for educators to better meet the needs of their special needs students.

### Summary

The research and literature summarized in Chapter two (2) supported the following themes:

1. Research during the past several decades has repeatedly shown the tremendous benefits that children gain through socialization with their peers throughout the school years. Children learn many daily life, communication, proper conduct, social, and other skills through sustained interactions with their peers with proper guidance from adults.

2. Under federal law, children with special needs, who qualify for special services, are entitled to a free appropriate public education in

which related services are designed to meet the individual child's needs.

3. A variety of educational techniques and strategies have been found to meet the individual needs of students with special needs in the general education classroom.

4. Information obtained from selected Washington State School Districts revealed four common characteristics concerned with educating and accommodating students with special needs in an inclusive setting including specially prepared handbooks, materials, and teacher inservice training.



## CHAPTER THREE

### PROCEDURES FOR THE PROJECT

The purpose of this study was to develop a model inclusion program for primary level students. To accomplish this purpose, a review of current literature and research related to integration of special education students into a “regular” classroom was conducted. Additionally, information from selected schools and districts related to primary inclusion programs was obtained and analyzed.

Chapter Three contains background information describing:

1. Need for the project
2. Procedures of the project
3. Planned implementation and assessment of the project

#### Need for the Project

The need for this project was influenced by the following considerations:

1. The writer (Greg S. Brown), an experienced special education and general education teacher, recognized the need for an inclusion program to help teachers accommodate their students with special needs in

the primary classroom.

2. During his tenure as a special education resource room teacher, the writer experienced teaching many students with special needs that other teachers needed assistance with.

3. During his tenure as a first grade general education teacher, the writer experienced teaching students with special needs and recognized the need for an inclusion program in order to better meet those needs.

4. Current research findings and evidence supported the need for an inclusion program for accommodating students with special needs. The program should assist teachers in accommodating all of their students, increasing the success of students with special needs in the classroom.

5. Information obtained from selected schools indicated that assistance provided to teachers who have students with special needs in their classes was uncommon.

6. Undertaking this project coincided with the writer's graduate studies in School Administration at Central Washington University.

### Procedures of the Project

To obtain background information essential for developing this model program, an Educational Resources Information Center (E.R.I.C.)

computer search was undertaken. Additionally, a hand search of various other sources, including the internet, was conducted. The search for applicable information regarding the inclusion of special needs students lead to personal and telephone contacts with various schools throughout the Puget Sound area including:

- A. Auburn School District
- B. Highline School District
- C. Kent School District
- D. Olympia School District
- E. Federal Way School District

#### Planned Implementation and Assessment of the Project

The model inclusion program has been intended for use during the 1998-1999 school year in selected first grade classrooms at Rainier View Elementary in the Federal Way School District. Accordingly, this resource will be evaluated by participating administrators, staff, students, and parents. Recommendations for improvement will be, at the discretion of the writer, considered at that time and incorporated into the program. The program will be made available to interested primary level parties upon request.

## CHAPTER FOUR THE PROJECT

The model inclusion program for primary level students for purposes of this project has been presented on the following pages in seven sections, which include:

- Section One: Terms and Definitions
- Section Two: Types and Definitions of Qualifying Disabilities
- Section Three: Roles and Responsibilities
- Section Four: Accommodations and Adaptations
- Section Five: The IEP as a Tool
- Section Six: Reading, Writing, and Math
- Section Seven: Organizations and Resources

**A MODEL INCLUSION PROGRAM FOR PRIMARY LEVEL  
STUDENTS**

Greg S. Brown

Central Washington University

June, 1998

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## SECTION ONE: TERMS AND DEFINITIONS

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## LIST OF IMPORTANT TERMS AND DEFINITIONS

**Inclusion:** the term referring to children with special needs being serviced in the general education classroom, with modifications and accommodations, along with their general education peers. IDEA states the following about inclusion:

...procedures to assure that, to the maximum extent appropriate, children with disabilities, including children in public....institutions, are educated with children who are not disabled, and that special classes, separate schooling, or other classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**IDEA:** The Individuals with Disabilities Education Act of 1990, this act was re-authorized on August 31, 1997. IDEA requires that a state that accepts federal IDEA funds must meet three basic requirements in order to comply with the law. First, it must provide a free appropriate public

education (FAPE) to qualified students, and second, to the “maximum extent appropriate,” a child with a disability must be educated in the least restrictive environment. This last requirement is often called the mainstreaming mandate.

**Individual Education Program (IEP):** Specific program for a child that qualifies for special education or related services. This document must include the following:

- a) Present Levels of Educational, Social, and Health Performance.
- b) Annual Goals/Objectives which must:
  - 1) be measurable
  - 2) have expected level of accomplishment
  - 3) have a timeline for accomplishment of goals/objectives
- c) Special Education and Related Services.
  - 1) participation in general education.
  - 2) modifications needed in general education must be described.
  - 3) description of specially designed PE if needed.
- d) Statement of transition services needed if older than 16.
- e) Initiation of service date and duration’s of service including:
  - 1) number of school days
  - 2) number of hours per day
  - 3) extended school year
- f) Evaluation Procedures

**Special Education:** Instruction that is specially designed to meet the unique needs of a special education student and provided at no cost to the parent or student.

**Free Appropriate Public Education (FAPE):** The IDEA requires that all children with disabilities have available to them..a free appropriate public education which emphasized special education and related services designed to meet their unique needs.

**Least Restrictive Environment (LRE):** Each special education student shall be provided services:

a) In the general educational environment with students who are not disabled to the maximum extent appropriate to his or her needs.

Special classes, separate schooling or other removal from the general education environment cannot occur unless it is demonstrated by the school district or other public agency that the nature or severity of the student's disability is such that his or her education in general classes with the use of supplementary aids and services cannot be satisfactorily; and in the school which he or she would attend if not special education and related services, unless his or her IEP requires some other arrangement. (WAC 392-172-172)

**Special Populations:** As defined by RCW 28A.630.885, special populations include students in special-education programs and highly

capable students.

**Accommodation:** An accommodation is any variation in the educational environment or process. Accommodations include variations in scheduling, setting, aids and equipment, and presentation format.

Accommodations are made in order to provide a student with the opportunity to demonstrate what the student knows and can accomplish.

**Modification:** A modification is an alteration of educational content or instrument.

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This program was designed to be implemented with children determined to meet the criteria of the following qualifying conditions.

### **SPECIFIC LEARNING DISABILITY**

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language which prevents the student from achieving commensurate with his or her age and ability levels in one or more of the areas listed in this subsection, when provided with learning experiences appropriate to the student's age and ability levels. Such disorder may include problems in visual and auditory perception and integration and may manifest itself in an impaired ability to listen, think, speak or communicate clearly, read with comprehension, write legibly and with meaning, spell, and to accurately perform mathematical calculations, including those involving reading. The presence of a specific learning disability is indicated by intellectual functioning above that specified in this chapter for eligibility as mentally retarded and by a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the following areas:

- (1) Oral expression;
- (2) Listening comprehension;

- (3) Written expression;
- (4) Basic reading skill;
- (5) Reading comprehension;
- (6) Mathematics calculations; and
- (7) Mathematics reasoning.

Such a performance deficit cannot be explained by visual, or hearing, or motor disabilities, mental retardation, behavioral disability, or environmental, cultural, or economic disadvantage. (WAC 392-172-126)

## HEALTH IMPAIRED

Students with health impairments are those who have limited strength, vitality or alertness, due to chronic or acute health problems--such as students with serious congenital heart defect, other congenital syndrome(s), other disorders of the cardiorespiratory systems, disorders of the central nervous system including epilepsy or neurological impairment, or other profound health circumstances or degenerative condition(s)--which adversely affects or with a high degree of professional certainty will affect their educational performance.

All students being considered for special education and related services as health impaired shall be evaluated and determined eligible for special education and related services according to the following:

(1) A current evaluation by a qualified practitioner which describes and confirms the student's health circumstances and which provides any implications for educational planning; and

(2) Current academic achievement evaluation as measured by standardized tests appropriate to age level and administered individually.(WAC 392-172-124)



## **A.D.D./A.D.H.D.**

Attention deficit disorder (ADD), also known as attention deficit hyperactivity disorder (ADHD), is a treatable disorder which affects approximately three to five percent of the population. Inattentiveness, impulsivity, and oftentimes, hyperactivity, are common characteristics of the disorder. Boys with ADD tend to outnumber girls by three to one, although ADD in girls is underidentified.

Some common symptoms of ADD are:

1. Excessively fidgets or squirms
2. Difficulty remaining seated
3. Easily distracted
4. Difficulty awaiting turn in games
5. Blurts out answers to questions
6. Difficulty following instructions
7. Difficulty sustaining attention
8. Shifts from one activity to another
9. Difficulty playing quietly
10. Often talks excessively
11. Often interrupts
12. Often doesn't listen to what is said
13. Often loses things
14. Often engages in dangerous activities

Although ADD and ADHD are themselves disorders, children

cannot qualify for special education in a category called ADD or ADHD. Because this disorder is a “profound health circumstance which adversely affects or with a high degree of professional certainty will affect their educational performance” (WAC 392-172-124), children with this disorder qualify under the health impaired category.

## **SERIOUSLY BEHAVIORALLY DISABLED**

(1) Students who are seriously behaviorally disabled are those who exhibit over a long period of time and to a marked degree, one or more of the following characteristics, which adversely affects their educational performance:

- (a) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (c) Inappropriate types of behavior or feelings under normal circumstances;
- (d) A general pervasive mood of unhappiness or depression; or
- (e) A tendency to develop physical symptoms of fears associated with personal or school problems.

(2) The term includes students who are schizophrenic.

(3) The term does not include students who are socially maladjusted, unless it is determined that they are seriously behaviorally disabled. (WAC 392-172-118)

### SECTION THREE: ROLES AND RESPONSIBILITIES

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## **INCLUSIVE EDUCATION:**

For inclusion to be successful, general education and special education teachers need to collaborate with each other to plan, problem solve and evaluate students' progress. In many inclusive models, general education teachers and special education students benefit from a large support network of students, peers, parents, and volunteers. Table one (1) shows a matrix of the roles and responsibilities of this network as it pertains to the Special Education process. The following will outline specific roles and responsibilities.

## Roles/Responsibilities Matrix

	General Education Teacher	Special Education Teacher	ESA	Classified Staff	Volunteers Peers
Refer	Yes	Yes	Yes	Yes	Volunteers - Yes
Assess Student	Academic Anecdotal	Yes	Based on need i.e. speech, OT, PT, etc	Based on test protocol	No
Member MDT	Invited	Yes	Yes, based on student need	May be invited	No
Write Summary	Yes, if performed assessment	Yes	Yes, if performed assessment	No	No
Recommend Program	Yes, if performed assessment	Yes	Yes, if performed assessment	Input should be used	No
Member IEP/ Decide Program	Must be allowed to participate	Yes	Yes, if performed assessment	Good practice to attend. Input could be used	No
Implement IEP	If required by IEP	Yes	Yes	Yes	No
(IEP) Monitor/Evaluate Progress	No	Yes	Yes, if providing service	No	No
Provide Accommodations	Yes	Yes	Yes	Yes	No

## **THE ROLE OF THE GENERAL EDUCATION TEACHER**

General education teachers have a varied array of roles and responsibilities towards special education students. The first and most important is that teachers must follow the children's IEPs. This document is the backbone of the child's education program. Documentation showing that the IEP is being followed and used is also necessary.

Of course the regular education teacher is often the person that refers a student for assessment. Again, documentation is vital to a good referral. The following pages offer some helpful assessment and documentation tools for the general education teacher to use(forms 1-3).

Regular education teachers can prepare themselves for having special children in the regular classroom by undergoing additional training. Teachers will also need information on how to recognize children's special needs, develop IEPs, work collaboratively with special education personnel, and adapt curriculum, lesson plans, evaluations and media. Training, workshops, inservice programs and other resources are also vital.

When developing IEP's with the special education teacher and the parents of the child, the use of forms, found in the IEP section of this program will be helpful (forms 7 -13).

## STUDENT PROFILE

**Name:**

**Age:**

**School Year:**

**General Information:**

**Strengths**

**Needs**

**Additional Comments:**





Checklist: Teacher Anecdotal Record

Observations and remarks on student writing, reading, and speaking progress

STUDENT: \_\_\_\_\_

Date: \_\_\_\_\_ Remarks: \_\_\_\_\_

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Date: \_\_\_\_\_ Remarks: \_\_\_\_\_

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Date: \_\_\_\_\_ Remarks: \_\_\_\_\_

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Date: \_\_\_\_\_ Remarks: \_\_\_\_\_

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## THE ROLE OF THE SPECIAL EDUCATION TEACHER

For inclusion to be successful, regular and special education teachers need to collaborate with each other to plan, problem solve, and evaluate students' progress. Unfortunately, teachers do not always have the support they need to make inclusion successful. In some schools, regular teachers are asked to teach special needs students without receiving assistance, a practice known as "dumping" (Deschenes, Ebeling & Sprague, 1994). Without support, teachers who do not have sufficient background knowledge in special education are at a loss. They may have to spend an inordinate amount of time with an individual student, to the detriment of others.

Of course the special education teacher must also be responsible to keep all paper work, including IEPs, and assessments current, accurate, and useful. This includes, but is not limited to:

- 1) Reporting on progress (See tables two (2) through six (6) for helpful record keeping forms
- 2) Meeting with parents, teachers, and students
- 3) Keeping current on re-assessments
- 4) Following all rules and regulations of the Federal Way School District and of the State of Washington

## **THE ROLE OF THE PARENT OF A CHILD WITH SPECIAL NEEDS**

Welcoming parents into a classroom and school is vital to having them be part of the team for inclusive education. Parents of students with disabilities are often the driving force behind the push for inclusive education. The parents need to have input into the IEP process as they have known the student longer than school staff, and their input is invaluable in determining priority areas to address in the assessment process. Parents should request to be at all meetings regarding the assessment and/or development of an IEP and be prepared to address the following key issues:

1. Student's strengths: What does the student like to do, show a preference for, or do well?
2. Student's needs with regard to increasing participation in family activities at home and increasing participation in community family activities.
3. Student's friendships with neighbors, family members, school mates, including who they are and characteristics of their friendships (i.e., where they go, what they do, and how often).

4. If the student's friendships are limited, any ideas for facilitating friendships
5. Medical information that would have an impact on teaching the student.
6. Strategies that the family uses to avoid or alleviate behavior challenges.
7. Student's means and modes of communication
8. Future plans or dreams for the student.
9. The family's culture and implications for schooling.
10. Language(s) spoken at home.
11. Community service agencies that the family is connected to or is familiar with.

(Falvey, 1995)

Form four (4) shows a typical parent questionnaire that the Federal Way School District utilizes to obtain information from parents.

# FEDERAL WAY SCHOOL DISTRICT PARENT QUESTIONNAIRE

Parent/Guardian: Please complete this questionnaire for your son/daughter. Please return as soon as possible. If you have any questions, contact Student Support Services at 941-0100.

PARENT'S NAME: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_ AGE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

NAME OF PERSON SUPPLYING INFORMATION: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_

MOTHER'S NAME: \_\_\_\_\_ MOTHER'S PROFESSION: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_ WORKING HOURS: \_\_\_\_\_

FATHER'S NAME: \_\_\_\_\_ FATHER'S PROFESSION: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_ WORKING HOURS: \_\_\_\_\_

PARENT'S ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

PRIMARY LANGUAGE SPOKEN IN THE HOME: \_\_\_\_\_ ETHNIC BACKGROUND: \_\_\_\_\_

PLEASE LIST NAMES, AGES, AND RELATIONSHIPS OF THE PEOPLE LIVING IN YOUR HOME:

NAME	RELATIONSHIP TO STUDENT	AGE	NAME	RELATIONSHIP TO STUDENT	AGE

PREVIOUS SCHOOLS YOUR SON/DAUGHTER HAS ATTENDED?

SCHOOL	ADDRESS	FROM (YR/MO)	TO (YR/MO)

HAS YOUR SON/DAUGHTER EVER QUALIFIED FOR SPECIAL EDUCATION? YES \_\_\_\_\_ NO \_\_\_\_\_ IF YES, IN WHAT DISTRICT \_\_\_\_\_ AT WHAT AGE? \_\_\_\_\_

**I. PREGNANCY AND PRENATAL HISTORY**

A. BIRTHWEIGHT \_\_\_\_\_

B. WERE THERE ANY BIRTH COMPLICATIONS? YES \_\_\_\_\_ NO \_\_\_\_\_ IF YES, PLEASE DESCRIBE \_\_\_\_\_

**II. DEVELOPMENTAL HISTORY**

A. WHEN DID YOUR SON/DAUGHTER: sit-up? \_\_\_\_\_ walk? \_\_\_\_\_ speak words? \_\_\_\_\_ speak in sentences? \_\_\_\_\_ was the speech understandable? \_\_\_\_\_ at what age was toilet training complete? daytime \_\_\_\_\_ nighttime \_\_\_\_\_

B. DID YOUR SON/DAUGHTER ATTEND PRESCHOOL? YES \_\_\_\_\_ NO \_\_\_\_\_ HOW LONG? \_\_\_\_\_

C. DOES YOUR SON/DAUGHTER HAVE DIFFICULTY WITH READING? YES \_\_\_\_\_ NO \_\_\_\_\_ WRITING? YES \_\_\_\_\_ NO \_\_\_\_\_ MATH? YES \_\_\_\_\_ NO \_\_\_\_\_ IF YES, PLEASE DESCRIBE \_\_\_\_\_

D. HAS YOUR SON/DAUGHTER REPEATED A GRADE? YES \_\_\_\_\_ NO \_\_\_\_\_ IF YES, WHAT GRADE \_\_\_\_\_

**III. MEDICAL HISTORY**

A. ALLERGIES: YES \_\_\_\_\_ NO \_\_\_\_\_ IF YES, WHAT KIND? \_\_\_\_\_ TREATMENT: \_\_\_\_\_

B. HAS YOUR CHILD EVER HAD: ANY SERIOUS ACCIDENTS: YES \_\_\_\_\_ NO \_\_\_\_\_; OPERATIONS: YES \_\_\_\_\_ NO \_\_\_\_\_ HEAD INJURIES: YES \_\_\_\_\_ NO \_\_\_\_\_; SERIOUS ILLNESS: YES \_\_\_\_\_ NO \_\_\_\_\_; HIGH FEVERS: YES \_\_\_\_\_ NO \_\_\_\_\_ SEIZURES: YES \_\_\_\_\_ NO \_\_\_\_\_ IF YES TO ANY OF THE ABOVE, PLEASE DESCRIBE: \_\_\_\_\_

D. ARE THERE CONTINUING MEDICAL PROBLEMS? YES \_\_\_\_\_ NO \_\_\_\_\_  
PLEASE DESCRIBE: \_\_\_\_\_

E. ON MEDICATION? YES \_\_\_\_\_ NO \_\_\_\_\_ WHAT KIND? \_\_\_\_\_ WHY? \_\_\_\_\_

IV. CURRENT MEDICAL

A. PRESENT PHYSICIAN MOST FAMILIAR WITH STUDENT:

NAME \_\_\_\_\_ ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_

HOW OFTEN SEEN BY DOCTOR? \_\_\_\_\_

HOSPITALS, CLINICS, OR AGENCIES THAT HAVE EXAMINED OR TREATED THIS STUDENT

NAME	ADDRESS	DATE	REASON

WHEN DID YOUR SON/DAUGHTER HAVE THEIR LAST: PHYSICAL EXAM (DATE): \_\_\_\_\_

B. EYE EXAM (DATE): \_\_\_\_\_ BY WHOM? \_\_\_\_\_  
DOES YOUR SON/DAUGHTER NEED GLASSES? YES \_\_\_\_\_ NO \_\_\_\_\_

C. HEARING EXAM (DATE): \_\_\_\_\_ BY WHOM? \_\_\_\_\_

DOES YOUR SON/DAUGHTER HAVE A HEARING PROBLEM? YES \_\_\_\_\_ NO \_\_\_\_\_  
D. LAST DENTAL EXAM (DATE): \_\_\_\_\_ DENTIST: \_\_\_\_\_

V. FAMILY HISTORY

A. IS THERE A FAMILY HISTORY OF THE FOLLOWING CONDITIONS?

NATURAL MOTHER			NATURAL FATHER	
YES	NO		YES	NO
		Epilepsy/Seizures		
		Learning Problems		
		Emotional Problems		
		Other		

IF YES FOR ANY OF THE ABOVE, PLEASE DESCRIBE: \_\_\_\_\_

B. WHAT WAS THE HIGHEST GRADE COMPLETED BY THE NATURAL MOTHER? \_\_\_\_\_ NATURAL FATHER \_\_\_\_\_

VI. SOCIAL

A. HOW DOES YOUR SON/DAUGHTER GET ALONG WITH OTHER FAMILY MEMBERS? \_\_\_\_\_

B. HOW DOES YOUR SON/DAUGHTER GET ALONG WITH OTHER CHILDREN? \_\_\_\_\_

C. IN WHAT ACTIVITIES DOES YOUR SON/DAUGHTER PARTICIPATE? \_\_\_\_\_

VII. HABITS

A. DOES YOUR SON/DAUGHTER HAVE A GOOD APPETITE? YES \_\_\_\_\_ NO \_\_\_\_\_

B. DOES YOUR SON/DAUGHTER SLEEP WELL? YES \_\_\_\_\_ NO \_\_\_\_\_

C. DO YOU HAVE SERIOUS CONCERNS ABOUT DRUG/ALCOHOL USAGE? YES \_\_\_\_\_ NO \_\_\_\_\_

D. DO YOU HAVE SERIOUS BEHAVIORAL CONCERNS FOR YOUR SON/DAUGHTER? YES \_\_\_\_\_ NO \_\_\_\_\_  
IF YES, PLEASE DISCUSS: \_\_\_\_\_

E. HOW DO YOU DISCIPLINE YOUR SON/DAUGHTER? \_\_\_\_\_

F. WHAT ARE YOUR SON/DAUGHTER'S STRENGTHS? \_\_\_\_\_

G. WHAT ARE YOUR SON/DAUGHTER'S WEAKNESSES? \_\_\_\_\_

VIII. WHAT DO YOU EXPECT THE SCHOOL TO DO FOR YOUR SON/DAUGHTER? \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## SECTION FOUR: MODIFICATIONS AND ADAPTATIONS

Contents	Page
School Modifications and Adaptations.....	P-29
(form 5) Inclusive IEP's: Adaptation Checklist.....	P-34
(form 6) Curriculum Modification Planning Form.	P-35



## SCHOOL MODIFICATIONS AND ADAPTATIONS

When it is necessary to modify or adapt a student's educational program so that he or she can be successful in school, it is important to include the student in the discussion. Ask him or her what would be helpful.

Modifications and adaptations should be chosen to fit the student's learning style. They may be written into the student's IEP. Any selection of the following ideas should be based on the student's need for changes in curriculum, teaching methods, classroom organization or individualized behavioral strategies. See forms five (5) and six (6) to help with your decisions.

## TEXTBOOK AND CURRICULUM ADAPTATIONS

### Books

- \_\_\_\_\_ provide alternative books with similar concepts, easier reading level
- \_\_\_\_\_ provide audiotapes of textbooks, have students follow the line of print while listening
- \_\_\_\_\_ provide high interest reading material
- \_\_\_\_\_ use marker to highlight important textbook sections
- \_\_\_\_\_ provide two sets of textbooks, one for home, one for school

### Curriculum

- \_\_\_\_\_ shorten assignments based on mastery of key concepts
- \_\_\_\_\_ shorten spelling tests based on mastering most functional words
- \_\_\_\_\_ substitute other alternative for written assignments (clay models, posters, panoramas, collections, etc.)

- \_\_\_\_\_ change % of work required for a passing grade
- \_\_\_\_\_ specify and list exactly what the student will need to learn to pass; should be reviewed frequently
- \_\_\_\_\_ modify expectations based on student needs (ex: when you have read this chapter, you should be able to list three characters in the story)
- \_\_\_\_\_ give alternative assignments rather than long written reports (i.e., several short written assignments, previewing AV materials and writing a short review, oral report on an assigned topic)

## CLASSROOM MODIFICATIONS

- \_\_\_\_\_ develop individualized rules for student evaluate classroom structure against student need (some students do better with a flexible classroom structure, other require firm limits)
- \_\_\_\_\_ keep classroom quiet during intense learning times
- \_\_\_\_\_ reduce visual distractions in classroom (mobiles, etc.) provide computer for written work, seat student next to teacher
- \_\_\_\_\_ use study carrel (provide extras so that student is not singled out)
- \_\_\_\_\_ seat student away from window or doorway
- \_\_\_\_\_ provide an unobstructed view of chalkboard, teacher, movie screen, etc.
- \_\_\_\_\_ keep extra supplies of classroom materials (pencils, books) on hand
- \_\_\_\_\_ use alternatives to crossword puzzles or word finds

## INSTRUCTION AND ASSIGNMENTS-TEACHING SUGGESTIONS

### Directions

- \_\_\_\_\_ use both oral and printed directions
- \_\_\_\_\_ give directions in small steps, and in as few words as possible
- \_\_\_\_\_ number and sequence the steps in a task
- \_\_\_\_\_ have student repeat back the directions of a task
- \_\_\_\_\_ show a model of an end-product of directions (completed math problem, finished quiz)

## **Time/transitions**

- \_\_\_\_\_ alert student several minutes before a transition from one activity to another is planned; give several reminders
- \_\_\_\_\_ provide additional time to complete a task
- \_\_\_\_\_ allow extra time to turn in homework, without penalty

## **Handwriting**

- \_\_\_\_\_ use worksheets that require minimal writing
- \_\_\_\_\_ do not return handwritten work to be recopied by student
- \_\_\_\_\_ use fill-in questions with a space for a brief response rather than short essay
- \_\_\_\_\_ provide a “designated notetaker” or Xerox copy of other student or teacher notes (do not require notetaker or a student with no friends to make arrangements with another student for notes)
- \_\_\_\_\_ provide print outline with videotapes and filmstrips
- \_\_\_\_\_ provide print copy of assignments or directions which are written on the board
- \_\_\_\_\_ omit assignments which require copying
- \_\_\_\_\_ provide a handwriting guide for the student to keep at their seat instead of having to look at the one above the blackboard
- \_\_\_\_\_ provide appropriately lined paper for students to use every time they write

## **Math**

- \_\_\_\_\_ allow the use of a calculator without penalty
- \_\_\_\_\_ group similar problems together (i.e., all addition)
- \_\_\_\_\_ provide fewer problems on worksheet (4-6 problems per page instead of 20 or 30); require fewer problems to attain passing grade
- \_\_\_\_\_ use enlarged graph paper to write problems, to keep numbers in columns
- \_\_\_\_\_ provide a table of math facts for reference
- \_\_\_\_\_ read and explain story problems, or break problems into smaller steps

## Other

- \_\_\_\_\_ check progress and provide frequent feedback often in the first few minutes of each assignment
- \_\_\_\_\_ place ruler under sentences being read for better tracking
- \_\_\_\_\_ introduce an overview of long-term assignments so student knows what will be expected and when it will be due
- \_\_\_\_\_ break long-term assignment into small, sequential steps, with daily monitoring and frequent grading
- \_\_\_\_\_ have student practice in a small group before presenting to the class
- \_\_\_\_\_ sequence work, with the easiest part first
- \_\_\_\_\_ use blackline copies, not dittos
- \_\_\_\_\_ provide study guides and study questions which directly relate to tests
- \_\_\_\_\_ reinforce student for recording assignments and due dates in a notebook
- \_\_\_\_\_ draw arrows on worksheets, board or overheads to show how ideas are related (or use flow charts/arrays)

## BEHAVIOR

- \_\_\_\_\_ arrange a "check-in" time to organize day
- \_\_\_\_\_ pair a student with a good behavioral model for class projects
- \_\_\_\_\_ eliminate or modify those school rules which may discriminate against a child, or are not attainable
- \_\_\_\_\_ amend consequences for rule violations (reward forgetful student for remembering to bring pencils to class, rather than punishing the failure to remember)
- \_\_\_\_\_ develop an individualized behavior plan for the classroom that is consistent with the student's ability. Most classroom behavior modification plans were not intended for use with children with attention, behavior, or learning disabilities
- \_\_\_\_\_ arrange for student to voluntarily leave classroom and report to a designated "safe place" when under stress
- \_\_\_\_\_ develop a "system" or a code word to let a student know when behavior is not appropriate
- \_\_\_\_\_ ignore behaviors which are not seriously disruptive

- \_\_\_\_\_ develop interventions for behaviors which are annoying but not deliberate (i.e., provide a small piece of foam rubber for desk of student who continually taps a pencil on the desktop)
- \_\_\_\_\_ be aware of behavioral changes which relate to medication or length of school day; modify expectations

## **GRADING AND TESTING**

### **Grading**

- \_\_\_\_\_ provide partial grade based on individual progress or effort
- \_\_\_\_\_ use daily or frequent grading averaged into grade for quarter
- \_\_\_\_\_ weight daily work higher than tests for student who performs poorly on tests
- \_\_\_\_\_ mark only correct answers rather than incorrect ones
- \_\_\_\_\_ permit student to rework missed problems for a better grade
- \_\_\_\_\_ average grades out when assignments are reworked, or grade on corrected work
- \_\_\_\_\_ use pass-fail or alternative grading system
- \_\_\_\_\_ permit student to retake tests until passed
- \_\_\_\_\_ if a portion of a grade is based on class participation, modify participation expectations

### **Tests**

- \_\_\_\_\_ teach the student how to take tests (how to review and plan time allotment for each section, etc.)
- \_\_\_\_\_ permit as much time as needed to finish tests
- \_\_\_\_\_ allow tests to be taken in room with few distractions (allow student to take tests in library or other space)
- \_\_\_\_\_ have test materials read to student, and allow oral answers
- \_\_\_\_\_ divide tests into small sections of similar questions or problems
- \_\_\_\_\_ use recognition (true-false, multiple choice or matching) tests instead of essays
- \_\_\_\_\_ allow the student to complete and independent project as a substitute for a test
- \_\_\_\_\_ give progress reports instead of grades
- \_\_\_\_\_ grade spelling separately from content
- \_\_\_\_\_ use typed tests material, not cursive
- \_\_\_\_\_ allow take-home or open book tests

STUDENT \_\_\_\_\_ DOB \_\_\_\_\_ DATE \_\_\_\_\_ COMPLETED BY \_\_\_\_\_

The following adaptations are appropriate and necessary for this student. Check all that apply.

Pacing

- Extend time requirements
- Try activity often
- Allow breaks
- Omit assignments requiring copy in timed situation
- School texts sent home for summer preview
- Home set of texts/materials for preview/review
- Other \_\_\_\_\_

Environment

- Preferential seating
- Planned seating \_\_\_\_\_ Bus \_\_\_\_\_ Classroom
- \_\_\_\_\_ Lunchroom \_\_\_\_\_ Auditorium
- Alter physical room arrangement
- Defines areas concretely
- Reduce/minimize distractions:
  - Visual \_\_\_\_\_ Auditory \_\_\_\_\_
  - Spatial \_\_\_\_\_ Movement \_\_\_\_\_
- Teach positive rules for use of space
- Other \_\_\_\_\_

Presentation of Subject Matter

- Teach to student's learning style
- Linguistic \_\_\_\_\_ Logical/Math \_\_\_\_\_ Musical \_\_\_\_\_
- Spatial \_\_\_\_\_ Bodily/Kinesthetic \_\_\_\_\_ Interpersonal \_\_\_\_\_
- Interpersonal \_\_\_\_\_ Model Experiential learning \_\_\_\_\_
- Utilize specialized curriculum
- Teacher tape lectures/discussions for replay
- Teacher provide notes
- CR paper for peer to provide notes
- Functional application of academic skills
- Present demonstrations (model)
- Utilize manipulative
- Emphasize critical information
- Pre-teach vocabulary
- Make/use vocabulary files
- Reduce language level of reading level of assignment
- Use total communication
- Use facilitated communication
- Share activities
- Use visual sequences
- Other \_\_\_\_\_

Materials

- Arrangement of material on page
- Taped texts and/or other class materials
- Highlighted texts/study guides
- Use supplementary materials
- Note taking assistance: carbonless or Xerox copy of notes of regular students
- Type teacher material
- Large print
- Special Equipment:
  - Electric typewriter \_\_\_\_\_ AAC device \_\_\_\_\_
  - Calculator \_\_\_\_\_ electronic \_\_\_\_\_
  - homemade \_\_\_\_\_ computer \_\_\_\_\_
  - Telephone adaptations \_\_\_\_\_ Video recorder \_\_\_\_\_
- Other \_\_\_\_\_

Directions

- Give directions in small, distinct steps (written/picture/verbal)
- Use written back up for oral directions
- Lower difficulty level
- Shorten assignment

- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions
- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Utilize compensatory procedures by providing alternate assignment/strategy when demands of class conflict with student capabilities
- Avoid penalizing for spelling errors/sloppy
- Avoid penalizing for penmanship
- Other \_\_\_\_\_

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 material
- Design/write/use long term assignment timelines
- Review and practice in real situations
- Plan for generalizations
- Teach skill in several settings/environments
- Other \_\_\_\_\_

Testing Adaptations

- Oral \_\_\_\_\_ Short Answer \_\_\_\_\_
- Taped \_\_\_\_\_ Multiple Choice \_\_\_\_\_
- Pictures \_\_\_\_\_ Modify format \_\_\_\_\_
- Read test to student \_\_\_\_\_ Shorten length \_\_\_\_\_
- Preview language of test questions \_\_\_\_\_ Extend time frame \_\_\_\_\_
- Applications in real setting
- Test administered by resource person
- Other \_\_\_\_\_

Social Interaction Support

- Peer advocacy
- Peer tutoring
- Structure activities to create opportunities of social interaction
- Focus on social process rather than activity/end product
- Structure, shared experiences in school, extracurricular
- Cooperative learning groups
- Use multiple/rotating peers
- Teach friendship skills/ sharing/ negotiation
- Teach social communication skills
  - Greetings \_\_\_\_\_ Conversation turn taking \_\_\_\_\_
  - Sharing \_\_\_\_\_ Negotiation \_\_\_\_\_
- Other \_\_\_\_\_

Motivation and Reinforcement

- Verbal
- Non-verbal
- Positive reinforcement
- Concrete reinforcement, e.g., \_\_\_\_\_
- Planned motivating sequences of activities
- Reinforce initiation
- Offer choice
- Use strengths/interest often
- Other \_\_\_\_\_

# Curriculum Modification Planning Form

What is everybody doing?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Can \_\_\_\_\_ participate just like everyone else?

YES?  
Then go have fun!!

NO?  
What can we do to include \_\_\_\_\_ ?

Can we give \_\_\_\_\_ some help from friends?  
\_\_\_\_\_

From who \_\_\_\_\_  
\_\_\_\_\_

Can an adult help \_\_\_\_\_ ?

Who? \_\_\_\_\_  
\_\_\_\_\_

Can \_\_\_\_\_ use different materials?  
What materials? \_\_\_\_\_

How will they be used? \_\_\_\_\_  
\_\_\_\_\_

What else can \_\_\_\_\_ do that is related to what the class is doing?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Bag of Ideas for Class Participation

## SECTION FIVE: THE IEP AS A TOOL

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The IEP as a Tool.....	P-36
(form 7) IEP Goals/Classroom Schedule & Matrix	
(sample).....	P-40
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(form 8) Full Inclusion Support Plan	
(sample).....	P-42
(blank).....	P-43
(form 9) The "Egg-Carton"	
(sample).....	P-44
(blank).....	P-45
(form 10) Classroom Activity Analysis Worksheet	
(sample).....	P-46
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Monitoring.....	P-48
(form 11) Behavior Scatter Plot.....	P-50
(form 12) Scoring by Level	
(sample).....	P-51
(blank).....	P-52
(form 13) Simple Tally Recording	
(sample and blank).....	P-53



## THE IEP AS A TOOL

Working with children with disabilities requires an IEP. This document is the model for educational planning and instruction for the general and special education teacher. Curricula and instruction must be broadly based to accommodate a wide variety of learners. Unfortunately, however, “some contemporary schools are characterized by ‘predefined’ curricula, which means that educators start with the curriculum rather than the child, often resulting in students who are bored, unmotivated, or simply do not show up at school (Falvey, 1995).” The goals and objectives on the IEP must be addressed throughout the school day and should be infused into the schedule and curriculum of the classroom. These goals and objectives are there for the child, but are also an important tool for you, the general education teacher, to use in planning the child’s curriculum and program.

The following forms will help you to use the child's IEP to plan an effective and appropriate program:

- **IEP Goals/Classroom Schedule and Matrix**

This document is used to specifically map out on your daily schedule when each goal on the IEP can be addressed. This is useful in looking at your everyday schedule and visualizing where changes need to be made in order to accommodate the child and to best meet the goals stated on their IEP.

- **Full Inclusion Support Plan**

Another form for carefully planning out a schedule to coordinate the support during the times of the day when the student most needs assistance. Roles, responsibilities, and support schedules continue to change as both the child's needs and the need's of the classroom teacher change over time.

- **The "egg-carton"**

Once you decide *when* the goals on the IEP are going to be addressed, you need to decide *who* is going to assist the child,

if anyone, in meeting those goals. This form is ideal in specifically, and in writing, laying out the responsibilities of everyone on the IEP team including the child.

- **Classroom Activity Analysis Worksheet**

To further assist teachers and others to modify general education curriculum for students use a classroom activity analysis process. This strategy assists teachers to analyze the specific components of a particular classroom activity and to develop adaptations and prioritize areas of instruction.

IEP Goals/Classroom Schedule and Matrix

√ = Opportunity to work on student's IEP goals

Courtnee

Classroom Schedule

1st grade

IEP Goals	8:30 Arrival/roll call	8:40 Flag salute/calendar	8:50-9:45 Language Arts, reading, spelling	9:45-10:00 Recess/snack	10:00-10:15 Journal writing	10:15-10:50 Math	10:50-11:30 Social studies	11:30-12:15 Lunch/recess	12:15-12:40 Story/sharing	12:45-1:20 Art/music	1:20-1:35 Recess	1:35-2:15 Physical education (T & Th) free choice (M, W, & F)
Print name			√		√		√			√		
Read sight words			√		√	√	√			√		
Build vocabulary		√	√		√	√	√		√	√		√
Simple addition						√						
Number recognition		√				√						
Obtain materials	√		√	√	√	√	√	√	√	√	√	√
Art activities (process art)										√		
Seek assistance	√	√	√	√	√	√	√	√	√	√	√	√
Initiate play requests				√				√			√	√
Play cooperatively				√				√		√	√	√
Secure lunch tray								√				
Locate seat	√		√	√	√	√	√	√	√	√		√



### Full Inclusion Support Plan

Date: August 1994  
 Student: Meghan S.  
 School: 42<sup>nd</sup> Street  
 Age/birthdate: 11/2-11-83  
 Teacher/grade: C. Campbell / 5<sup>th</sup> Grade  
 Case manager: D. Williamson

Related services/support staff:  
 Communication specialist: C. Pennington  
 Adaptive physical education teacher: J. Porter  
 Instructional aide: M. Ramirez

#### Class schedule:

Student goals:	Opening	Journals	Language/Arts	Recess	Social Studies	Science	Lunch & Play	P.E.	Math	Closing		
Type 3 sentences			D/5,8									
Use calculator						D,C/8			D,C/8			
Increase sight vocabulary		C,D/5,8	C,D/8,5		D,C/8	D,C/8			D,C/8			
Demonstrate appropriate greeting	A/8			A/5,8			A/8			A/8		
Participate in cooperative groups	A/8				D/8	D/8			D/8			
Secure and put away art materials		A/8			A/8							
Pack/unpack backpack	A/8									A/8		
Practice initial & medial "th" and "f"	A,E/	A,E/5,8	A,E/2		A,E/9	A,E/9			A,E/9	A,E/9		
Move right/left to catch a ball				A/2,8			A/8	A/2,8				
Run continuously for three minutes								A/2,8				

#### KEY: Curriculum adaptations:

A = As is; B = Physical assistance; C = Adapt materials; D = Multilevel;  
 E = Different goals; F = Substitute curriculum

#### Levels of assistance:

1 = No additional; 2 = DIS/Related service; 3 = Case manager; 4 = RSP;  
 5 = Aide; 6 = Staff; 7 = Cross-age tutor; 8 = Peers; 9 = General education teacher



## Building Assistance Team (BAT)

Name:	Teacher:	
Case Manager:	Grade:	Date:

Goal:
-------

Objective:
------------

Progress Check #1	Date:	Progress Check #2	Date:
-------------------	-------	-------------------	-------

Teacher Role:	Student Responsibility:
---------------	-------------------------

Parent/Family Role:	Counselor Role:
---------------------	-----------------

LAP/ESL/Resource:	Administrative Support (Office staff, Health staff):
-------------------	--

Peer Helper Role:	Recess/Lunch Assistant Role:
-------------------	------------------------------

Other (Volunteer, AmeriCorps, PTA, etc.):	Specialist (Music, P.E., SLP, Library, OT/PT, Cust.):
---	---



## Building Assistance Team (BAT)

Name:	Teacher:
Case Manager:	Grade: <span style="float: right;">Date:</span>

**Goal:** *Improve oral language skills*

**Objective:** *will state to teacher or peers when he is confused. He will increase peer verbal exchange. Confidence orally will increase.*

<b>Progress Check #1</b>	<b>Progress Check #2</b>
Date: <i>Thurs., Apr. 23</i> <i>3:20</i>	Date:

<b>Teacher Role:</b> <i>To reinforce raising hand and rephrase "I need help."</i>	<b>Student Responsibility:</b> <i>Raise hand. "I need help."</i>
--	---

<b>Parent/Family Role:</b> <i>Dad to come in on Arabic language. Sharing item at home.</i>	<b>Counselor Role:</b> <i>will meet w/ to teach and role play asking for help.</i>
---	---

<b>LAP/ESL/Resource:</b> <i>Extend ESL support 4th year. Sharing aloud in small group.</i>	<b>Administrative Support (Office staff, Health staff):</b>
---	---

<b>Peer Helper Role:</b> <i>may ask a peer for help and copy as needed.</i>	<b>Recess/Lunch Assistant Role:</b>
--	-------------------------------------

<b>Other (Volunteer, AmeriCorps, PTA, etc.):</b>	<b>Specialist (Music, P.E., SLP, Library, OT/PT, Cust.):</b>
--	--

**Classroom Activity Analysis Worksheet**

**Student name:** Meagan

**Month/year:** September–October, 1994

Activity	Student's objectives	Instructional strategies	Adaptations	Support
Good morning	Shake hands	Modeling of peers	None	None
Journals	"Own" writing	Review Meagan's previous writing and discuss areas of difficulty and corrections; reinforce correct formats	Computer	None
	Copy sentences	Verbal and gestural directions	Meagan dictates sentences to peer who writes her copy	Peer or adult
	Draw/color/stamps Magazine pictures	Verbal and gestural directions Verbal, gestural, and modeling	Large crayons or markers Magazines to cut	Peer Independent
Reading circles	Books on tape Partner reads to Meagan Meagan "reads" to partner	Verbal Verbal Verbal and modeling	Peer records books None Picture cued books	Peer None None
Writer's workshop	Vocabulary cards Computer Speech Generate "story" to peer Performance of play for kindergartners	Verbal and gestural Pictorial Verbal and modeling Verbal and modeling Verbal and gestural	Picture/work cards Sentences to copy Materials as needed None Book, picture cues	Speech Speech Speech Peer Teacher

**Classroom Activity Analysis Worksheet**

**Student name:**

**Month/year:**

Activity	Student's objectives	Instructional strategies	Adaptations	Support

## MONITORING

The IEP is also an important tool to use as your guide in monitoring and evaluating the child's growth and progress. The following forms will be useful in effectively accomplishing this.

- **Behavior Scatter Plot**

The scatter plot is a data collection instrument that simplifies efforts to determine when the behavior does and does not occur. This instrument is one that is easy for teacher to use and provides an important baseline of information from which further analysis can be developed.

- **Scoring By Levels**

This form allows the teacher or assistant to place a simple coded number to state the degree to which assistance, if any, was needed to accomplish a goal from the IEP. This can be enlarged to last any amount of time and provides excellent and accurate percentages for use on the renewal of the IEP.

- **Simple Tally Recording**

A teacher might wish to note how often a child demonstrates a particular skill or behavior by noting each time the behavior occurs. This is called event sampling and can be done easily by tallying. Wrist golf counters, or simple tally marks written on a piece of paper can be used. When used regularly, this form of recording helps teachers notice small improvements in child behavior.



## Scoring by Levels

Name: \_\_\_\_\_

Domain: AcademicEnvironment: ClassroomSubenvironment: DeskActivity: Print nameRecorder: STG

Date	9/4	9/5	9/6	9/7		
1. Sit at desk	6	6	6	6		
2. Hold pencil with pincer grasp	3	3	3	4		
3. Control movements to make letters	2	3	2	3		
4. Print "C"	1	1	3	2		
5. Print "O"	1	1	1	2		
6. Print "U"	1	1	1	1		
7. Print "R"	1	1	1	1		
8. Print "T"	1	1	1	1		
9. Print "N"	1	1	1	1		
10. Print "E"	1	1	1	1		
11. Print "E"	1	1	1	1		
<b>Student's Total</b>	19	20	21	23		
<b>Performance</b>	28%	30%	32%	34%		

Key: 1 - Physical guidance      2 - Partial physical prompt      3 - Modeling  
 4 - Direct verbal cue      5 - Indirect verbal cue      6 - Natural

Independence Level = number of skills performed (11) in response to natural cues (6) (i.e.,  $11 \times 6 = 66$ )

Percentage of Independence = student level totals (19) divided by independence level (66) (i.e.,  $19 \div 66 = 28\%$ )

### Scoring by Levels

Name: \_\_\_\_\_

Domain: \_\_\_\_\_

Environment: \_\_\_\_\_

Subenvironment: \_\_\_\_\_

Activity: \_\_\_\_\_

Recorder: \_\_\_\_\_

Date						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
<b>Student's Total</b>						
<b>Performance</b>						

Key: 1 - Physical guidance    2 - Partial physical prompt    3 - Modeling  
 4 - Direct verbal cue    5 - Indirect verbal cue    6 - Natural

Independence Level = number of skills performed \_\_\_\_\_ in response to natural cues \_\_\_\_\_

Percentage of Independence = student level totals \_\_\_\_\_ divided by independence level \_\_\_\_\_



Frequency Record

Name: \_\_\_\_\_  
 Target Behavior: \_\_\_\_\_  
 Curriculum Area: \_\_\_\_\_  
 Recorder: \_\_\_\_\_

Frequency Record

Date	Frequency	Total (%)

Code: √ = number of times \_\_\_\_\_

Frequency Record

Name: Courtnee  
 Target Behavior: Obtain own materials in classroom (pencil, book, cravons, glue)  
 Curriculum Area: Personal care  
 Recorder: STG

Date	Frequency	Total
9/5	√√	2
9/6	√√√	3
9/8	√	1

Code: √ = number of times Courtnee obtains own classroom materials independently during school day.

## SECTION SIX: READING, WRITING, AND MATH

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## STRATEGIES IN READING

### PRE-READING STRATEGIES

Relate stories to prior experience or knowledge by :

- Class discussions
- Brainstorming/charting prior knowledge
- Using visuals/audiovisuals relating to topic of literature (e.g., maps, music, filmstrips)
- Story predictions, charting, graphing predictions
- Setting a purpose
- Previewing the visuals in the text

### GRAPHIC ORGANIZERS

Graphic organizers are visual depictions of a concept and allow the student to organize visually what they have read. Good readers visualize and form an image while they read; poor readers do not. Forms 14 and 15 show two more examples of graphic organizers for reading or writing.

1. **Storyboards:** Divide sections on a board or piece of paper and have students draw or write story events in sequence in each box/section.

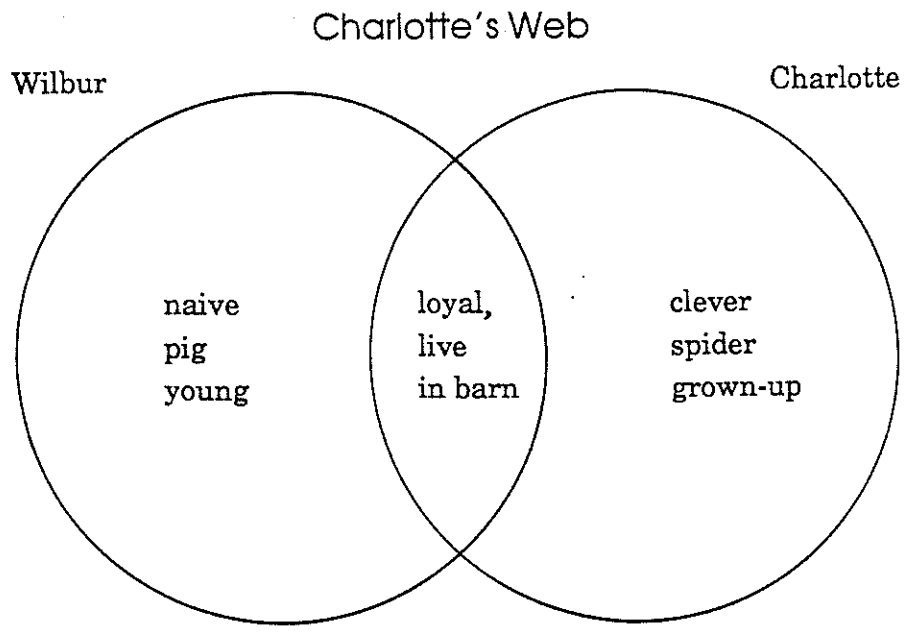
2. **Story charts/maps:** Identify characters, setting problem, sequence of events, resolution of conflict.

3. **Plot profiles:** After reading a book, choose a number of events and produce a class graph of which events students found to be the most exciting. Plot on a large graph the majority of opinion of the class (by show of hands or applause) how exciting each event was.

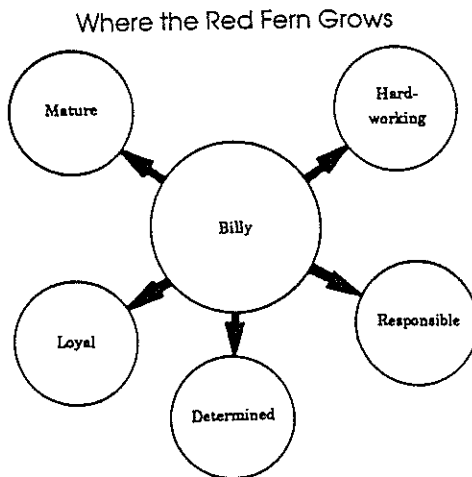
4. **Favorite part graph:**(similar to above) Class identifies a number of scenes or parts of the book which are plotted on a graph. Everyone records their favorite part on the bar graph.

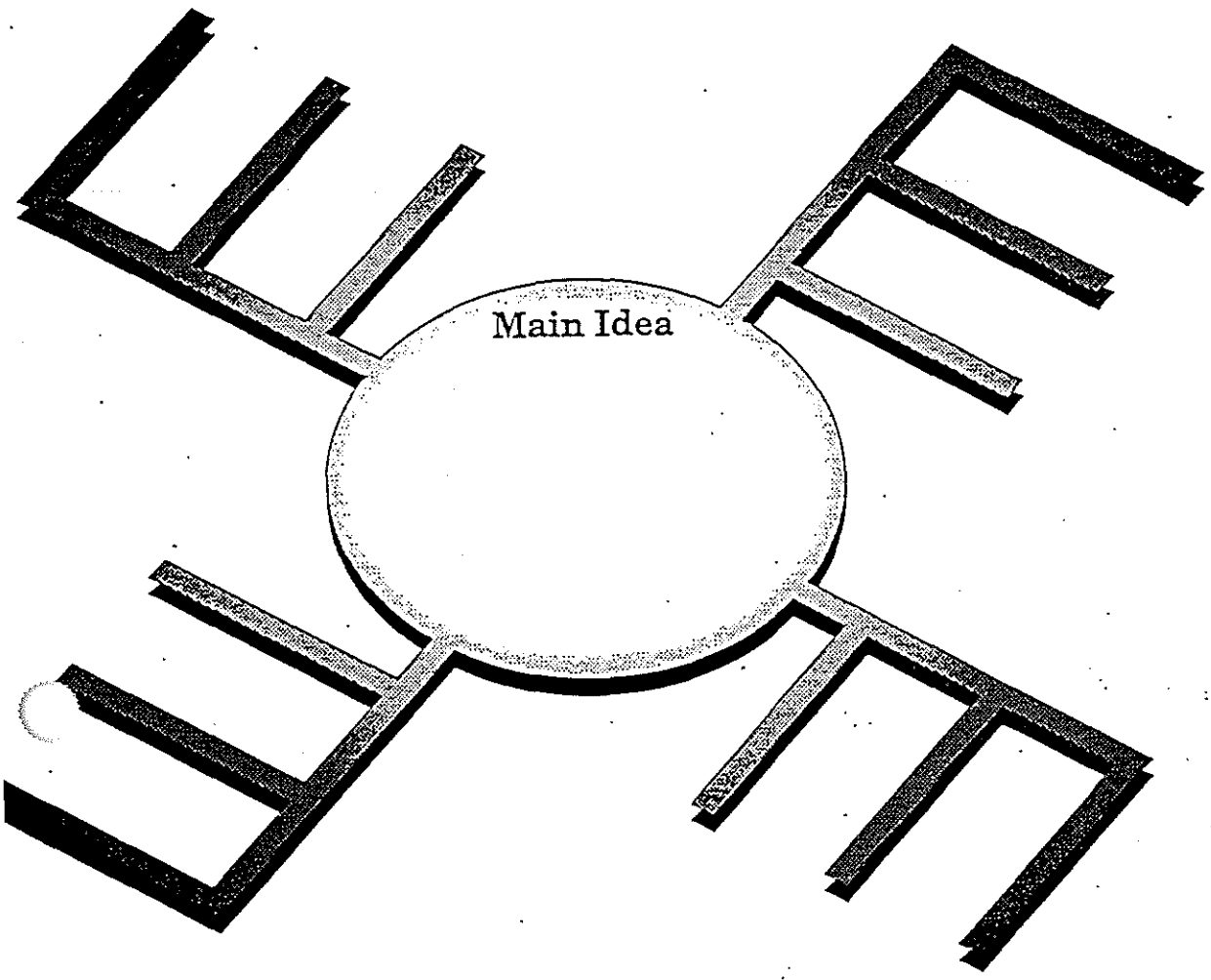
5. **Circle stories:** (For stories that are cyclical, e.g., *If You Give a Mouse a Cookie*, *The Ox-Cart Man*). Write on the chalkboard all the main events. Whole class decides where they fit on the circle. Then on individual paper plates divided into sections, students reproduce the story in sequence (pictures/words) and retell it.

6. **Venn diagrams:** Use diagrams to compare and contrast two similar pieces of literature, compare a book with its movie version, or to compare characters within a book. Example:

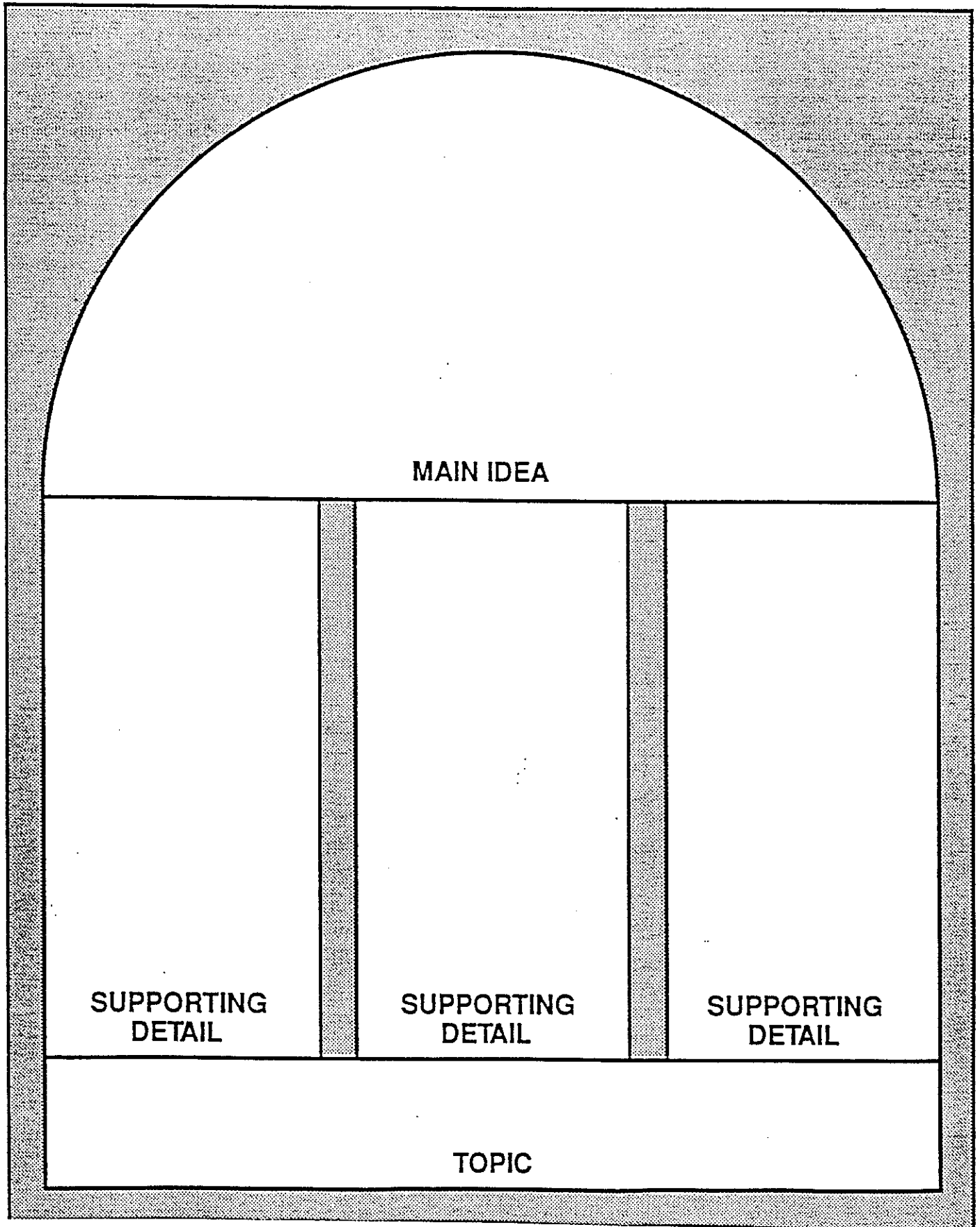


7. **Character web:** Put the character's name in center of the web with traits and descriptions stemming from the center.





# ARCH DIAGRAM: MAIN IDEA AND SUPPORTING DETAILS



“Beyond” Activities and Book Projects  
(Adapted from Rief, 1993)

DRAW:

- A scene from a book
- A map or diagram of the setting of the story
- A poster advertising the book
- A bookmark with pictures or symbols on one side, and a list of important events or summary on the other
- A comic strip page that highlights important action

DESIGN:

- A picture postcard of the setting. On the back, write to a friend as if you were the main character in the book and describe the setting and events happening there.
- A T-shirt for you main character that represents attributes of the character’s personality
- A T-shirt with symbols representing events in the book

MAKE:

- A diorama of the setting
- A literary scrapbook about a character in the book with postcards, pictures, award certificates, report cards, etc.
- A cube on which you draw the key events in the story



- A word and picture collage of the main events
- A board game based upon the book
- A mobile of the plot
- A roll-movie of the book
- A pop-up book, mini-book, accordion book, or big book
- A flannel board story
- A memory basket with items representing events or themes in the story
- Foods mentioned in the book

**PRETEND:**

- You are a TV interviewer. Audio, or Video tape an interview with a character in the book.
- You are a prosecuting attorney. Put one of the characters on trial for a crime. Prepare your case, giving all your arguments and support them with facts.
- You are a movie director. Cast your book with movie stars. Explain why you selected a particular actor for a role from the book.
- You are a news reporter on a particular scene.

WRITE:

- A letter to a friend telling her/him about the most exciting parts of the book
- A letter to the main character suggesting what might have happened if he/she acted in another way
- A soap opera using the characters from the book
- A “Dear Abby” letter from the point of view of one of the characters in the story, and a solution letter
- A new ending or sequel
- Poems about your character/story
- A TV commercial advertising your book
- A diary entry by the main character describing a major event in the story
- Some riddles about the story
- A scene from the story in a different time, past or future
- A moral for the story and relate it to your own life
- A short report on a topic related to the story
- A travel diary describing the places you have traveled in the story
- A letter to the author

FIND:

- Figures of speech (metaphor, simile, personification, etc.)  
in the book

CREATE:

- A book jacket
- A crossword puzzle using words and characters from the story
- A dice game that follows development of the plot or events
- An animation of a scene on adding-machine tape

PERFORM:

- An original song related to the story
- Pantomime scenes from the story
- A phone conversation between two or more characters
- A reader's theater scripted from the book

## Oral Reading Strategies

Students who have reading difficulty have a hard time following along and paying attention in whole group or “round robin” reading. Try the following:

1. Teacher orally reads and models for fluency, expression, and interest; students follow along in the text. Perhaps have students orally reread certain passages at teacher prompts. Have students locate information in the passages at teacher prompts and questioning, and orally reread those passages containing the information.
2. Have students first read silently before the class or group reads orally. Students who are uncomfortable reading orally should never be forced to read out loud to the class. They should be able to volunteer when they wish to read in front of the class. Buddy reading or reading in small groups is a much “safer,” preferable way for students to practice their oral reading.
3. Buddy or partner reading: Assign a reading buddy. After the pairs of children have read their stories silently, explain that the

partners will take turns reading orally and listening. Indicate how many lines the children should read before letting their buddies have a turn. It is important that students be given a lot of space to spread out away from other pairs of students, so they won't be distracted by all the voices reading at different paces.

## Strategies in Writing

### Strategies For Teaching Students Who Struggle With Handwriting

- Carefully teach and model on an overhead projector if possible.

Show the strokes as you talk through the steps of forming the letters.

- Do the same talking through while demonstrating with large, exaggerated movements/strokes in the air.
- Have students stand up (maybe one side of the room at a time) and write the letters in the air with large motions as you observe.
- While students practice on paper or individual chalkboards, walk around the room and try to identify which students are in need on one-to-one, small group assistance or immediate reteaching.
- When teaching the correct relative size of letters and their formation, it is helpful to introduce the graphic of a person with the head reaching the top line (head line), the trousers' belt at the middle line (belt line), and the feet at the bottom line (foot line).

Then, when instructing how to form each letter, refer to those

lines by name. Example:



## THE WRITING PROCESS

Students need to be given numerous opportunities to write for purpose using the stages of this process.

1. **Prewriting:** This stage is frequently overlooked, but is most important. It involves oral or written experiences to stimulate writing. Examples: brainstorming, clustering, semantic mapping, diagramming, listening to a song or poem, partner talk.

2. **Writing:** Ideas from prewrite are developed at this stage. Students must know a specific purpose for writing and who their audience is.

3. **Responding:** This stage is a quick first reaction to the writing. Students share with their peers and get feedback that should be positive and constructive. You may require the class to respond to individual writing that is shared by students stating something they liked-a particular descriptive word or phrase, vocabulary word or expression or a feeling or emotion described.

4. **Revising:** Rearranging, expanding, substituting, deleting.

5. **Editing:** Cleaning up and correcting a piece of writing. Not all writing assignments need to reach this stage. Many teachers will have

students select one piece or work from their weekly writing that will be edited carefully for form, syntax, mechanics, and spelling to be recopied.

**6. Developing skills:** The writing process becomes the basis to determine which skills need to be learned by the students. Teachers teach skills as needed.

**7. Evaluation:** All skills do not need to be assessed in every piece of writing. Overemphasis on this part of the process should be avoided.

**8. Postwriting:** Sharing, publishing, displaying, and reading of written products.

## TEACHING MECHANICS

- Remind students frequently to check their work for capitalization and punctuation
- Help students identify their errors
- Let students work in groups of two or three to edit each other's work
- Model frequently how to edit. Show examples of sentences with mechanical errors and walk students through editing and correcting.



•Have students dictate a few sentences or a paragraph. Then, the teacher copies exactly what the student says on a large chart paper. As the teacher records what the student dictates, he/she leaves off all punctuation and capitalization. Students are asked to identify where all capital letters and punctuation marks should be placed.

## STRATEGIES IN MATH

### Recommendations for Math Instruction

1. If you find that your math instruction relies heavily on textbooks and worksheets and that you aren't very familiar or comfortable teaching math with other strategies and tools, consider taking advantage of the excellent training that is offered in many school districts and counties across the nation.
2. Make a real effort to use **computer programs** for drill and practice. Computer programs are able to hold an ADD student's attention because of the rapidly changing stimuli.
3. **Math portfolios/assessment.** Have students keep a journal of their thinking, reasoning, questions, and understanding of math concepts. (PYBOP: "Put your brain on paper.")
4. **Team teach!** If you personally dislike math, or feel threatened by it...don't teach it (if possible). Take advantage of a colleague that is good at teaching math and use him/her.
5. Try **graphing** on a regular basis at all grade levels (bar graphs, picture graphs, Venn diagrams, circle graphs, line graphs). Graphing is a way to present and organize data so that relationships in the data are easily seen.

## Interventions and Strategies for Computational Problems

- Allow extra time on written math tests so students experiencing difficulty aren't rushed to make careless errors.
- **Allow a choice of paper.** Keep available in class some graph paper that is already 3-hole punched. Require students to show their work and write problems neatly, either: (a) on regular lined paper with two or three lines of space between problems; (b) on lined notebook paper, thin lined or widelined held sideways (see illustration); or (c) on graph paper.

○				○					○
1	6	3	2	0					
-	1	5	9	6					

- Reduce the number of problems you assign.
- Avoid anxiety of times tests of basic facts.
- Reduce the amount of copying.
- Color highlight operation signs for students who are inattentive to change in operational signs on a page.

- Remove individual pages from consumable workbooks. Give students one page at a time instead of cumbersome full workbooks.

- List steps clearly

- Use overhead projectors in daily instruction if at all possible.

This helps students visualize and grasp abstract mathematical concepts.

## SECTION SEVEN: ORGANIZATIONS AND RESOURCES

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Helpful Organizations and Resources .....	P-74

## **HELPFUL ORGANIZATIONS AND RESOURCES**

### **Inclusion Press/ Centre for Integrated Education and Community**

24 Thome Crescent

Toronto, Ontario M6H 2S5

Canada

(416) 658-5363

Organization and publishing house for books, videos, and printed matter on inclusion.

### **National Information Center for Children and Youth with Disabilities (NICHCY)**

P.O. Box 1492

Washington D.C. 20013-1492

1-800-695-0285

Federally funded information clearinghouse providing free information on disabilities and disability-related issues.

### **The Association for Persons with Severe Handicaps (TASH)**

11201 Greenwood Avenue N.

Seattle, WA 98115

1-800-482-TASH

National organization to promote full inclusion of people with disabilities.

### **Association for Supervision and Curriculum Development (ASCD)**

1250 N. Pitt St.

Alexandria, VA 22314

(703) 549-3891

## **WORLD WIDE WEB SITES**

**<http://www.inclusion.com/page9.html>**

This site includes general information on inclusion and from the Inclusion Press that offers books and videos for sale.

**<http://www.inclusion.com/whatis.html>**

Essays on inclusion, what changes are needed to make it work, ethics of inclusion.

**<http://www.familyvillage.wisc.edu/eduincl.html>**

Includes listing of inclusion oriented organizations, on-line newsletters, conferences, other web sites, and books.

**<http://www.weber.u.washington.edu/%7Edjhil/parent.html>**

This site provides information for parents on how to work with schools and teachers on inclusion ideas.

**<http://www.schoolnet.ca/sne/iaisites.html>**

Special Needs Education Network (SNE) includes web resources on inclusion and integration.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to develop a model inclusion program for primary level students. To accomplish this purpose, a review of current literature and research related to integration of special education students into a “regular” classroom was conducted. Additionally, information from selected schools and districts related to primary inclusion programs was obtained and analyzed.

#### Conclusions

Conclusions reached as a result of this project were:

1. Public Laws, such as P.L. 94-142, and the IDEA have mandated that states provide a free appropriate public education to all students and, to the maximum extent appropriate, a child with a disability must be educated in the general education environment with students who are not disabled.
2. Adults who are trained in educating and accommodating students with disabilities will be an asset to a school with an inclusive setting, and



contribute to the success of these students.

3. A quality program for educating and accommodating students with disabilities will better meet the needs of the students and be in alignment with IDEA requirements.

### Recommendations

As a result of this project, the following recommendations have been suggested:

1. To educate a child with a disability in the general education classroom, teachers must have the knowledge and understanding of Public Law 94-142 and the IDEA requirements.
2. To contribute to the success of students with disabilities, responsible adults should be provided with the necessary inservice training in accommodating these students.
3. To better meet the needs of students with disabilities, districts must design and establish a printed school program relating to educating and accommodating these students in the general education classroom.
4. Other schools and districts seeking to meet the needs of special

needs students in the general education classroom may wish to adapt and/or utilize this model inclusion program for primary level students developed for this project or, undertake further research on this subject to meet their unique needs.

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