

Quality Educational Programs, Inc.

1891 North Gaffey Street #228

San Pedro CA 90731

800-486-8650

Teaching in the Inclusive Classroom: Instructional Strategies for All Students

A Distance Learning Graduate Course

Course Syllabus

© 2006 Quality Educational Programs, Inc.

With the majority of today's special education students, we are not dealing with students with physical or mental incompetence, we are dealing with children who do not learn what we teach or do not like the way we teach it. So we have to improve what we teach and make it useable to students and we have to improve how we teach it.

Dr. William Glasser

Acknowledgements

**The course was made possible by the cooperation
and contributions of:**

**Dr. William Glasser
and senior faculty members of
The William Glasser Institute**

**Grand Traverse Academy, Traverse City, Michigan
Clarinda Middle School, Clarinda, Iowa
Clarinda High School, Clarinda, Iowa
Procter Elementary School, Independence, Missouri
East Elementary and Middle School, Kansas City, Missouri
Hongwangi Mission School, Honolulu, Hawaii
Wahiawa Middle School, Wahiawa, Hawaii
Elsinore High School, Wildomar, California
Ronald Reagan Elementary School, Wildomar, California**

Rationale

Access to a free, quality education is the key to the uniquely American promise of equal opportunity for all. This promise was formally extended to children with disabilities with the passage in 1975 of landmark federal legislation now known as the Individuals with Disabilities Education Act (IDEA). On June 4, 1997, President William J. Clinton signed a bill reauthorizing and amending the law that is frequently referred to as IDEA '97. Public schools across the country today serve more than 6 million youngsters with a wide array of disabling conditions.

Among many other provisions, IDEA '97 requires states to ensure that students with disabilities have access to the general curriculum. If a student will not be participating with non-disabled children in the regular classroom and extracurricular and other non-academic activities, an explanation in the student's individualized education program is required. (Algonssine and Ysseldyke 2006). Consequently, educators have had to re-think their approach to the education of children with special needs.

"Special education" is now, more than ever, affecting general education classroom teachers as well as teachers certified to address specific disabilities. Over the past 10 years, the number of U.S. students enrolled in special education programs has risen 30 percent. Three out of every four students with disabilities spend part or all of their school day in a general education classroom. In turn, nearly every general education classroom across the country includes students with disabilities. (NEA 2006).

This inclusive approach of including teaching children with special needs in regular classrooms challenges teachers, schools, and districts to re-examine traditional beliefs

and practices traditions and beliefs to determine which are consistent with the intent of the IDEA '97. In addition, new strategies must be developed to address the unique challenges of the inclusive education and ensure the success of both special and general education students. This course is designed to help educators through this process by presenting a compendium of teaching strategies including those research has shown effective in regular classrooms and those that have been proven effective in the instruction of students with intellectual, emotional, or physical challenges.

Among approaches to effective teaching explored in this course is Dr. William Glasser's choice theory and quality schools concepts. His non-coercive instructional techniques were developed in a special education setting and are currently being successfully used in inclusive classrooms in several of Dr. Glasser's quality schools. (Glasser 2006).

Other regular classroom instructional approaches that will be presented in the course videos are identified in the course text *Commonsense Methods for Children with Special Educational Needs: Strategies for the Regular Classroom* by Peter Westwood. In his review of the research on the subject of effective teaching, Westwood found that the characteristics of effective teachers included those listed below (Westwood 2003).

Effective teachers tend to:

- * have well managed classrooms;
- * provide students with the maximum opportunity to learn;
- * maintain an academic focus;
- * have high expectations of what students can achieve;
- * adopt a style that is business-like and work-oriented;
- * show enthusiasm;
- * use strategies to keep students on task, motivated, and productive;
- * impose structure on the content to be covered;
- * present new material in a step-by-step manner;
- * employ direct and explicit instructional procedures;
- * use clear instructions and explanations;
- * demonstrate appropriate task-approach strategies;
- * monitor closely what students are doing;

-
- * adjust instruction to individual needs; re-teach when necessary; provide frequent feedback to students;
 - * use a variety of resources;
 - * spent a significant amount of time in interactive, whole-class teaching.

While good instructional design and teaching can minimize the need for adaptation, sometimes the only way to provide for children with special needs is to adapt curriculum to accommodate them. (Loreman et. al 2005) Therefore, in addition to examining effective teaching practices that have been found to be productive in regular classrooms, this course will also present approaches specifically designed for special needs; intellectual, emotional or physical challenges. The special teaching strategies illustrated in this course were drawn from those identified in the text as proven effective for teaching children with learning and developmental difficulties (Westwood 2003):

- * Abundant guided practice;
- * Students are reinforced through descriptive praise and encouragement.
- * High levels of student participation and engagement.
- * Fast pacing of lessons.
- * Positive student-to-student interactions and peer assistance.
- * Frequent student-teacher interactions.
- * Carefully controlling and sequencing the curriculum content to be studied.
- * Providing abundant opportunities for practice and application.
- * Ensuring high levels of participation on the part of all students.
- * Using interactive group teaching.
- * Modeling by the teacher of effective ways of completing school tasks.
- * Teaching children how to best attempt new learning tasks.

This will also stress the importance of professional collaboration in education in general and in the special education setting in particular. Award-winning special education teacher Pat Beckman, states that special education students are most likely to succeed academically when “responsibility for the learning outcomes of special education students is equally shared by the classroom teacher and the special education teacher”

and when instruction incorporates variation in delivery, activities, expectations, and assessment to accommodate diverse learning strengths and needs. (Beckman 1999)

In summary, this course is designed to meet the needs of teachers in today's inclusive classrooms presenting a variety of teaching strategies that have been proven effective in educating both general and special education students. In addition, the course will present an overview of the learning characteristics of children with various disabilities and video demonstrations of effective teaching practices in inclusive classroom at varying grade levels.

Course Title

Teaching in the Inclusive Classroom:
Instructional Strategies for All Students

Course Description

"Teaching in the Inclusive Classroom: Instructional Strategies for All Students" is a three semester (five quarter) hour graduate course designed to give K-12 teachers the theory and skills to create and teach lessons that are effective with both special education and general education students. Participants will engage in various learning activities through which they will learn and implement teaching strategies designed to engage the general education students while at the same time accommodate the needs of students with mild-moderate learning or developmental disabilities.

In addition, participants will show evidence of using multiple paths of knowledge that include remedial methods, instructional techniques, and authentic assessment through their lesson plan development and implementation. Underlying all approaches is Dr. William Glasser's choice theory psychology and learner-centered philosophy. Glasser's theories hold that students with disabilities share the same basic needs as other children and at the same time are just as diverse in their interests, learning preferences, and individual characteristics.

Course Goals

The goals of this course are to have participants develop a understanding of the special educational needs of students with mild-moderate disabilities; to have participants develop a practical understand and demonstrate a proficiency in creating and implementing teaching approaches designed to accommodate the individual needs of all students, both disabled and non-disabled.

Course Outline

In the following outline, the term "Course of Study" refers to a study plan that includes required reading, video viewing, worksheets, application assignments and progress reports.

Session #1: Instructional Strategies for All Students: An Introduction

Objective: To have participants understand the scope and sequence of this course, to expose them to key concepts, to have them preview course videos and lessons, and have them complete an assessment of their current approach to teaching students with special needs.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and setting of a learning goal for the course.

Session #2: Instructional Strategies for All Students: Choice Theory and Meeting Individual Needs (Upper Elementary)

Objectives: To have participants develop an understanding of multi-grade and multi-age teaching approaches; to have participants view and analyze a sample lesson taught in a multi-grade inclusive classroom in one of Dr. Glasser's quality schools; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #3: Instructional Strategies for All Students: Real World Learning in the Inclusive Classroom (Middle School)

Objectives: To have participants develop an understanding of Dr. Glasser's concept of "useful work" in the classroom: to have participants view and analyze a sample lesson illustrating how real world learning can make concepts more accessible to both disabled and not disabled students; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings..

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #4: Instructional Strategies for All Students: Constructivism and the Two-Step Approach (High School)

Objectives: To have participants develop an understanding of the constructivism and how it relates to teaching in inclusive classrooms; to have

participants view and analyze a lesson taught using constructivist techniques; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #5: Instructional Strategies for All Students: Teachers and Students Working Together (Middle School)

Objectives: To have participants understand the role collaboration should play in an inclusive classroom; to have participants view and analyze a lesson demonstrating effective collaboration between a regular classroom teacher and a special education teacher and between general and special education students; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #6: Instructional Strategies for All Students: Differentiated Instruction (Middle School)

Objectives: To have participants develop an understand of the value of using differentiated instructional techniques; to have participants view and critically analyze lesson in which the teacher provides students a number of ways of completing an assigned task; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #7: Instructional Strategies for All Students: Teaching Study Skills and Self-Management (Middle School)

Objectives: To have participants develop an understanding of value of teaching self-management skills to general and special education students: view and critically analyze a lesson that includes teaching students study skills; to have participants create, implement, and evaluate a lesson or unit

based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #8: Instructional Strategies for All Students: Class Meetings and Communication Skills (High School)

Objectives: To have participants develop an understand of the use of class meetings and student self-evaluation at the high school level; to have participants view and critically analyze a class meeting conducted in a high school classroom; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #9: Instructional Strategies for All Students: Peer Teaching and Group Learning Strategies (Lower Elementary)

Objectives: To have participants develop an understanding of using student's as tutors or facilitators in inclusive classrooms; to have participants view and critically analyze a lesson taught in a multi-grade elementary classroom; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #10: Instructional Strategies for All Students: Using Choices to Teach Responsibility (Lower Elementary)

Objectives: To have participants develop an understand of the use of choices to teach students decision making skills; to have students view and critically analyze a lesson in which the teacher integrates teaching self-management into a math lesson; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of

video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #11: Instructional Strategies for All Students: Collaboration and Team Teaching (Upper Elementary)

Objectives: To have participants develop an understanding of how special and general education teachers can best work together in teaching a lesson; to have participants view a video in which two teachers team teach a lesson in an inclusive classroom; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #12: Instructional Strategies for All Students: Assistive Technology (K-12)

Objectives: To have participants develop an understanding of the role assistive technology can play in an inclusive classroom; to have participants reflection upon course content and to have them revisit and review an area they identified as particularly appropriate to their teaching situation, or; to have participants complete a research project on assistive technology to explore in more depth a aspect of course content of interest to them.

Assignments and Activities: Supplementary reading and activities; video viewing or research activity; and the creation and evaluation of a lesson or unit.

Session #13: Instructional Strategies for All Students: Scaffolded Instruction (K-12)

Objectives: To have participants develop an understanding the theory and use of scaffolding in instruction; to have participants reflection upon course content and to have them revisit and review an area they identified as particularly appropriate to their teaching situation, or; to have participants complete a research project on scaffolding or to explore in more depth a aspect of course content of interest to them.

Assignments and Activities: Supplementary reading and activities; video viewing or research activity; and the creation and evaluation of a lesson or unit.

Session #14: Instructional Strategies for All Students: Teachers Helping Teachers (K-12)

Objectives: To have participants develop an understanding of the value to collaboration by evaluating suggestions from colleagues; to have participants reflection upon course content and to have them revisit and review an area they identified as particularly appropriate to their teaching situation, or; to have participants complete a research project on collaboration or to explore in more depth a aspect of course content of interest to them.

Assignments and Activities: Supplementary reading and activities; video viewing or research activity; and the creation and evaluation of a lesson or unit.

Session #15: Instructional Strategies for All Students: Participant Reflection and Planning for Future Use of Course Concepts

Objectives: To have participants reflect on their course experience and on insights gained in the course; to have participants identify those course concepts that most apply to their teaching situations; to have participants develop a plan for the future use of the knowledge and skills gain in this course.

Assignments and Activities: Required reading in course text, review of videos and assignments, discussions with study team, and the creation of a plan for the future use of the knowledge and skills gain in this course.

Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through twelve. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

Instructional Materials

Instructional materials for this course include:

a.) Basic text:

Westwood, P. (2003*) *Commonsense Methods for Children with Special Educational Needs: Strategies for the Regular Classroom*. New York, NY: Routledge Falmer.

*The above text is to be replaced by a new edition scheduled to be released in February, 2007.

b.) Course Media (All videos produced in 2006):

- Video: "Teaching in the Inclusive: An Introduction"
- Video: "Instructional Strategies for All Students: Choice Theory and Meeting Individual Needs"
- Video: "Instructional Strategies for All Students: Real World Learning in the Inclusive Classroom"
- Video: "Instructional Strategies for All Students: Constructivism and the Two-Step Approach"
- Video: "Instructional Strategies for All Students: Teachers and Students Working Together"
- Video: "Instructional Strategies for All Students: Differentiated Instruction"

-
- Video: “Instructional Strategies for All Students: Teaching Study Skills and Self-Management”
 - Video: “Instructional Strategies for All Students: Teaching Communication Skills and Self-Evaluation”
 - Video: Instructional Strategies for All Students: Peer Teaching and Group Learning Strategies
 - Video: “Instructional Strategies for All Students: Using Choices to Teach Responsibility”
 - Video: “Instructional Strategies for All Students: Collaboration and Team Teaching”

c.) Course of Study.

This book contains supplemental articles, summaries of course content, pre-video viewing activities, discussion questions, group activities, individual activities, worksheets, classroom application assignments, and learning reports.

d.) Bibliography.

e) Recommended Reading.

f) Internet Resources.

Course Design

This course has been designed for school professionals as a distance learning experience that features an interactive learning process in a guided study format. The basic design of the course, a solid mix of study and application, was first utilized by Educator Training Center in the early 1970's. Over 100 colleges and universities enrolling over 100,000 teachers across the nation and around the world have accepted the design.

"Teaching in the Inclusive Classroom: Instructional Strategies for All Students" is also an outcome-driven experience. The outcome, the goal of this course, is to produce school professionals with the knowledge and skills gained through experience to create a learning environment for their students that promotes quality student work.

The course is composed of 15 instructional units, requiring 50 hours of learning activities and 100 hours of planning, implementing, and evaluating classroom assignments: This produces a total of 150 course work hours.

1. Fifty (50) course work hours in which teachers will work in learning teams to process and organize information gained through videotapes, audiotapes, and readings.
2. One hundred (100) course work hours in implementation time with students either in their classrooms or in co-curricular or extra-curricular activities.

The distance learning model of this course provides a program of study that guides participants through a series of learning team activities. As learning means gaining information, organizing it for use, and then putting it into action, the course of study is designed to guide participants in applying what they are learning in their own teaching situations.

There is a definite advantage accruing to schools from which a number of teachers participate as study teams. Each team amplifies the work of another and leads toward positive school-wide outcomes.

Learning Activities

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:
 - a.) Read the assigned chapters of the course text.
 - b.) Read supplemental articles in the course of study book.
 - c.) Discuss knowledge gained through reading assignments with study team members or, if participant is enrolled as an individual, reflect on readings and how they apply to their teaching situations.
 - d.) View instructional videos.
 - e.) Meet with study team to discuss course material in terms of participants' own students or reflect upon information presented in the video and how it might apply in their classroom.
 - f.) Record summary of study team and/or personal reflection activities in progress report.
 - g.) Design an application of course content in their teaching situation.
 - h.) Implement and evaluate the effectiveness of the classroom application or, if implementation is not possible, describe anticipated results once application is complete.
 - i.) Summarize classroom application design, application experience, and evaluation in progress report.

2. At the conclusion of the course, participants will submit the fifteen progress reports and a professional paper to the crediting university for grading.

Course Outcomes

As a result of their work in this course, participants will be able to:

- 1.) Demonstrate the use of choice theory concepts to create lessons that engage students in learning.
- 2.) Demonstrate proficiency in utilizing choice theory concepts to analyze and evaluate lessons taught by other teachers.
- 3.) Demonstrate proficiency in utilizing course concepts to analyze and evaluate lessons taught in inclusive classrooms by other teachers.
- 4.) Develop, implement, and evaluate various instructional strategies designed to maximize learning in inclusive settings.
- 5.) Develop a systematic plan to achieve an instructional goal set at the beginning of the course.
- 6.) Develop and describe an action plan to implement and evaluate their systematic plan.
- 7.) Evaluate and reflect upon their course experience and plan for the future use of knowledge and skills gained in this course.

Progress Reporting and Assessment

Participant achievement will be measured by a combination of the following:

- A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, and 4.)

Each progress report will be evaluated for:

- completeness and quality of responses.
- accuracy of information.
- appropriateness of classroom application.
- quality of reflection.

- B. An evaluation of participant's professional paper. (Outcomes 5, 6, and 7.)

The professional paper will be evaluated for:

- inclusion of required components.
- synthesis and analysis of course concepts.
- presentation in an organized, professional manner.

References and Bibliography

- Algozzine, B. and Ysseldyke, J. (2006) *Effective Instruction for Students with Special Needs: A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin Press.
- Algozzine, B. and Ysseldyke, J. (2006) *Fundamentals of Special Education: A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin Press.
- Armstrong, D. (2004). *Experiences of Special Education: Re-Evaluating Policy and Practice through Life Stories*. New York: Routledge Falmer .
- Armstrong, F. & Moore, M. (Eds.). (2004). *Action Research for Inclusive Education: Changing Places, Changing Practice, Changing Minds*. New York: Routledge Falmer .
- Baker, L. J. & Welkowitz, L. A. (Eds.). (2005). *Asperger's Syndrome: Intervening in Schools, Clinics, and Communities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ballard, K. (Ed.). (1999). *Inclusive Education: International Voices on Disability and Justice*. London: Falmer Press.
- Beckman, P. (1998) Access to the General Curriculum for Students with Disabilities. Arlington, VA: The ERIC Clearinghouse on Disabilities and Gifted Education
- Blum, H. T., Lipsett, L. R., & Yocom, D. J. (2002). Literature Circles: A Tool for Self-Determination in One Middle School Inclusive Classroom. *Remedial and Special Education, 23*(2), 99+.
- Booth, T., Nes, K., & Strømstad, M. (2003). *Developing Inclusive Teacher Education*. New York: Routledge. Retrieved September 20, 2006.
- Boyle, E. A., Rosenberg, M. S., Connelly, V. J., Washburn, S. G., Brinckerhoff, L. C., & Banerjee, M. (2003). Effects of Audio Texts on the Acquisition of Secondary-Level Content by Students with Mild Disabilities. *Learning Disability Quarterly, 26*(3), 203+.
- Brotherson, M. J., Sheriff, G., Milburn, P., & Schertz, M. (2001). Elementary School Principals and Their Needs and Issues for Inclusive Early Childhood Programs. *Topics in Early Childhood Special Education, 21*(1), 31+. 91
- Brown, M., & Bergen, D. (2002). Play and Social Interaction of Children with Disabilities at Learning/activity Centers in an Inclusive Preschool. *Journal of Research in Childhood Education, 17*(1), 26+.
- Burstein, N., Sears, S., Wilcoxon, A., Cabello, B., & Spagna, M. (2004). Moving toward Inclusive Practices. *Remedial and Special Education, 25*(2), 104+.
- Cipani, E. (1995). Inclusive Education: What Do We Know and What Do We Still Have to Learn?. *Exceptional Children, 61*(5), 498+.
- Corbett, J. (2001). *Supporting Inclusive Education: A Connective Pedagogy*. London: Routledge Falmer .
- Crockett, J. B. (2002). Special Education's Role in Preparing Responsive Leaders for Inclusive Schools. *Remedial and Special Education, 23*(3), 157+.
- De La Paz, S., Hernandez-Ramos, P. F., & Barron, L. (2004). Multimedia Environments in Mathematics Teacher Education: Preparing Regular and Special Educators for Inclusive Classrooms. *Journal of Technology and Teacher Education, 12*(4), 561+.

-
- Farrell, M. (2003). *Understanding Special Educational Needs: A Guide for Student Teachers*. New York: Routledge Falmer .
- Frances, J. (2004). *Educating Children with Facial Disfigurement: Creating Inclusive School Communities*. New York: Routledge Falmer .
- Gersch, I. S., & Gersch, A. (2002). *Resolving Disputes in Special Educational Needs: A Practical Guide to Conciliation and Mediation*. London: Routledge Falmer .
- Gersten, R., Schiller, E. P., & Vaughn, S. (Eds.). (2000). *Contemporary Special Education Research: Syntheses of the Knowledge Base on Critical Instructional Issues*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Grigorenko, E. L., & Sternberg, R. . (2000). *Our Labeled Children What Every Parent and Teacher Needs to Know about Learning Disabilities*. Cambridge, MA: Perseus.
- Glasser, W. (2006) "Choice Theory and Special Education" (Video) San Pedro, CA: Quality Educational Programs, Inc.
- Glasser, W. (2002) *The Glasser Quality School : A New Approach to Character Education*. Chatsworth, CA: The William Glasser Institute.
- Glasser, W. (2000) *Every Student Can Succeed*. Chatsworth, CA: The William Glasser Institute.
- Glasser, C. (1998) *The Quality World Series*. Chatsworth, CA: The William Glasser Institute.
- Glasser, W. (1998) *Choice Theory: A New Psychology of Personal Freedom*. New York, New York: HarperCollins.
- Gut, D. M., Oswald, K., Leal, D. J., Frederiksen, L., & Gustafson, J. M. (2003). Building the Foundations of Inclusive Education through Collaborative Teacher Preparation: A University-School Partnership. *College Student Journal*, 37(1), 111+.
- Hall, L. J., & McGregor, J. A. (2000). A Follow-Up Study of the Peer Relationships of Children with Disabilities in an Inclusive School. *Journal of Special Education*, 34(3), 114.
- Hamre, B., & Oyler, C. (2004). Preparing Teachers for Inclusive Classrooms: Learning from a Collaborative Inquiry Group. *Journal of Teacher Education*, 55(2), 154+.
- Holahan, A., & Costenbader, V. (2000). A Comparison of Developmental Gains for Pre-school Children with Disabilities in Inclusive and Self-Contained Classrooms. *Topics in Early Childhood Special Education*, 20(4), 224.
- Hoover, J. J., & Patton, J. R. (2005). Differentiating Curriculum and Instruction for English-Language Learners with Special Needs. *Intervention in School & Clinic*, 40(4), 231+.
- Horn, E., Lieber, J., Li, S., Sandall, S., & Schwartz, I. (2000). Supporting Young Children's IEP Goals in Inclusive Settings through Embedded Learning Opportunities. *Topics in Early Childhood Special Education*, 20(4), 208.
- Leicester, M., & Johnson, G. (2003). *Stories for Inclusive Schools: Developing Young Pupil's Skills in Classroom and Assembly*. New York: Routledge Falmer .
- Levy, Y. & Schaeffer, J. (Eds.). (2003). *Language Competence across Populations: Toward a Definition of Specific Language Impairment*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Loreman, T, Deppeler, J, and Harvey, D. (2005) *Inclusive Education: A Practical Guide*
-

-
- to *Supporting Diversity in the Classroom*. New York, NY: Routledge Falmer .
Page 136 ff.
- Macintyre, C., & Deponio, P. (2003). *Identifying and Supporting Children with Specific Learning Difficulties: Looking beyond the Label to Assess the Whole Child*. London: Routledge Falmer .
- Mccauley, R. J. (2001). *Assessment of Language Disorders in Children*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mccay, L. O., & Keyes, D. W. (2001). Developing Social Competence in the Inclusive Primary Classroom: The Ability to Promote Social Competence in Inclusive Settings Is a Critical Teacher Competency for a Developmentally Appropriately Early Childhood Program. *Childhood Education*, 78(2), 70+.
- Mccormick, L., Wong, M., & Yogi, L. (2003). Individualization in the Inclusive Pre-school: A Planning Process. *Childhood Education*, 79(4), 212+.
- Moore, A. (1999). *Teaching Multicultural Students: Culturism and Anti-Culturism in School Classrooms*. London: Falmer Press.
- Naparstek, N. (2002). *Successful Educators: A Practical Guide for Understanding Children's Learning Problems and Mental Health Issues*. Westport, CT: Bergin & Garvey.
- Norwich, B., & Kelly, N. (2004). *Moderate Learning Difficulties and the Future of Inclusion*. New York: Routledge Falmer .
- Pivik, J., Mccomas, J., & Laflamme, M. (2002). Barriers and Facilitators to Inclusive Education. *Exceptional Children*, 69(1), 97+.
- Powell, S. (Ed.). (2003). *Special Teaching in Higher Education: Successful Strategies for Access and Inclusion*. London: Kogan Page.
- Reeder, G. M. (2006). Curriculum and Instruction for All Learners: Blending Systematic and Constructivist Approaches in Inclusive Elementary Schools. *Childhood Education*, 82(3), 183+.
- Riggs, C. G., & Mueller, P. H. (2001). Employment and Utilization of Paraeducators in Inclusive Settings. *Journal of Special Education*, 35(1), 54. 79
- Schneider, C. G. (2005). Making Excellence Inclusive: Liberal Education & America's Promise. *Liberal Education*, 91(2), 6+.
- Shapiro, A. (2000). *Everybody Belongs: Changing Negative Attitudes toward Classmates with Disabilities*. New York: Routledge Falmer.
- Soodak, L. C., & Erwin, E. J. (1995). Parents, Professionals, and Inclusive Education: a Call for Collaboration. *Journal of Educational and Psychological Consultation*, 6(3), 257-276.
- Soodak, L. C., Erwin, E. J., Winton, P., Brotherson, M. J., Turnbull, A. P., Hanson, M. J., et al. (2002). Implementing Inclusive Early Childhood Education: A Call for Professional Empowerment. *Topics in Early Childhood Special Education*, 22(2), 91+.
- Taylor, S. S. (2005). Special Education and Private Schools: Principals' Points of View. *Remedial and Special Education*, 26(5), 281+.
- Thompson, J. & Pickering, S. (Eds.). (2001). *Meeting the Health Needs of People Who have a Learning Disability*. Edinburgh: Balliere Tindall.
- Tichenor, M. S., Heins, B., & Piechura-Couture, K. (1998). Putting Principles into Prac-
-

-
- tice: Parent Perceptions of a Co-taught Inclusive Classroom. *Education*, 118(3), 471+.
- Tichenor, M. S., Heins, B., & Piechura-Couture, K. (2000). Parent Perceptions of a Co-taught Inclusive Classroom. *Education*, 120(3), 569.
- Topping, K. & Maloney, S. (Eds.). (2005). *The RoutledgeFalmer Reader in Inclusive Education*. London: Routledge.
- Vaidya, S. R. (1997). Meeting the Challenges of an Inclusive Classroom of Improving Learning for All Students. *Education*, 117(4), 622+.
- Vansciver, J. H. (2005). Motherhood, Apple Pie and Differentiated Instruction. *Phi Delta Kappan*, 86(7), 534.
- Vitello, S. J. & Mithaug, D. E. (Eds.). (1998). *Inclusive Schooling: National and International Perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Voltz, D. L. (2001). Preparing General Education Teachers for Inclusive Settings: The Role of Special Education Teachers in the Professional Development School Context. *Learning Disability Quarterly*, 24(4), 288+.
- Voltz, D. L., Brazil, N., & Ford, A. (2001). What Matters Most in Inclusive Education: A Practical Guide for Moving Forward. *Intervention in School & Clinic*, 37(1), 23.
- Wade, S. E. (Ed.). (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wade, S. E. (Ed.). (2000). *Preparing Teachers for Inclusive Education: Case Pedagogies and Curricula for Teacher Educators*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Westwood, P. (2003) Commonsense Methods for Children with Special Educational Needs: Strategies for the Regular Classroom. New York, NY: Routledge Falmer .
- Wilson, R. A. (2003). *Special Educational Needs in the Early Years*. New York: Routledge Falmer .
- Wolfendale, S. (Ed.). (2000). *Special Needs in the Early Years: Snapshots of Practice*. London: Routledge Falmer.

Internet Resources

The William Glasser Institute

<http://www.wglasser.com>

Choice Theory and Glasser Quality School information and resources.

The Choice Theory Website

<http://www.sctboces.com/choicetheory>

An excellent, concise introduction to Choice Theory.

The Council for Exceptional Children

<http://www.cec.sped.org>

A national organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

U.S. Office of Special Education and Rehabilitative Services

<http://www.ed.gov/about/offices/list/osers/index.html?src=mr>

The Office of Special Education and Rehabilitative Services (OSERS) supports programs that assist in educating children with special needs, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.

A to Z Teacher Stuff

<http://atozteacherstuff.com>

Resources for teachers including thematic units and lesson plans.

Busy Teacher's K-12 Website

<http://www.ceismc.gatech.edu/busyt>

A meta-site featuring hundreds of links to education-related websites.

Center for Applied Special Technology

<http://www.cast.org/>

CAST is a nonprofit organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies.

Closing the Gap

<http://closingthegap.com>

Assistive technology resources for children and adults with special needs.

Early Childhood Educator's Web Corner

<http://users.sgi.net/~cokids/>

An index to many, many resources for early childhood educators.

I Love Teaching

<http://www.iloveteaching.com>

Practical advice and tips for both new and experienced educators.

Journal of Special Education Technology

<http://jset.unlv.edu>

JSET is a refereed professional journal that presents up-to-date information and opinions about issues, research, policy, and practice related to the use of technology in the field of special education.

LD Online

<http://www.ldonline.org>

LD Online seeks to help children and adults reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD.

Learner.org

<http://www.learner.org>

A collaboration between the Annenberg Foundation and the Corporation for Public Broadcasting.

The Learning Disabilities Association of America

<http://www.ldanatl.org/>

Since 1963, LDA has provided support to people with learning disabilities, their parents, teachers and other professionals.

Literacy Access Online

<http://www.literacyaccessonline.org>

Literacy Access Online provides reading activities and resources for readers and their helpers

National Assistive Technology Research Institute

<http://natri.uky.edu>

The National Assistive Technology Research Institute (NATRI) conducts assistive technology (AT) research, translates theory and research into AT practice, and provides resources for improving the delivery of AT services.

National Education Association

<http://www.nea.org>

Good source of information for all educators.

New York Times Learning Network.

<http://www.nytimes.com/learning>

A wealth of information for teachers and high school students.

Preschool Education

<http://www.preschooleducation.com>

Activities, lesson plans and discussion forums for preschool teachers.

Teachers First

<http://www.teachersfirst.org>

Information and resources for instruction and professional development.

Teachers Network

<http://www.teachnet.com>

Current news on teaching, lesson plans, and many other resources.
other resources.