

Chapter Two: Designing Inclusive Classrooms

Multiple-Choice

Directions: Indicate the appropriate response to each item below.

1. _____ can be used to describe the physical setting of a student's educational program.
 - a. placement
 - b. classroom
 - c. program
 - d. service

P28, R, D1

2. Inclusion addresses the needs of
 - a. students with special needs
 - b. students without exceptionalities
 - c. students who are gifted
 - d. all of the above

P33, R, D2

3. _____ is used to describe the movement to provide services with exceptionalities in general education settings.

- a. mainstreaming
- b. normalization
- c. inclusion
- d. resource

P30, R, D1

4. Eight-year-old Susie, a student with cerebral palsy, has a paraeducator who works with her during all academic classrooms on her IEP goals and objectives. She attends general education classrooms throughout the school day. This arrangement is indicative of

- a. integration
- b. mainstreaming
- c. inclusion
- d. facilitation

P36, A, D2

5. Inclusion assumes that all students _____ in the general education classroom.

- a. belong
- b. do not belong
- c. are teased
- d. are bullied

P36, R, D1

6. Ms. Mercer allows Emily, a student with learning disabilities, to take oral tests in her classroom. This is an example of a(n)

- a. accommodation
- b. unfair testing practice
- c. modification
- d. strategy instructional technique

P28, A, D2

7. Seven-year-old Edward has spina bifida and is frequently absent. His IEP states that given the nature of his disability, the schoolwide policy on attendance does not apply. This is an example of a(n)
- a. accommodation
 - b. modification
 - c. permissive education practice
 - d. none of the above

P28, A, D3

8. Eric, due to his cerebral palsy, does not have the motor coordination to complete written assignments. He is provided with specialized computer equipment to assist him in completing his assignments. This is an example of
- a. assistive technology
 - b. computer technology
 - c. adaptive technology
 - d. specialized technology

P40, A, D2

9. Which type(s) of personnel support, in addition to instructional support, may be needed for some children with exceptionalities in inclusive classrooms?

- a. use of a paraeducator
- b. indirect collaboration
- c. direct collaboration
- d. all of the above

P43, A, D2.

10. To maintain effective inclusive classrooms, a teacher support program was founded on five principles. One of these principles is :

- a. support must deal only with theoretical problems
- b. support must be flexible
- c. support must be disassociated from evaluation or judgment.
- d. support must be offered only to novice teachers

P44, R,D1

11. Essential features that characterize successful inclusion of students with special education needs are

- a. sense of community and social acceptance
- b. appreciation of diversity
- c. effective instruction and classroom management
- d. all of the above

P36-40, R, D1

12. _____ are essential to establishing a successful inclusive setting.

- a. teacher competence
- b. teacher expectations
- c. teacher attitudes
- d. all of the above

P35, R, D1

13. What helped the widespread reduction of special classes?

- a. the equality movement
- b. normalization
- c. socialization
- d. adaptation

P30, R, D1

14. In the resource room model, a key role of special education personnel is to _____ with classroom teachers to deliver appropriate programs to students with exceptionalities.

- a) evaluate
- b) participate
- c) collaborate
- d) intervene

P31, R, D1

15. Who plays the most important role in implementing interventions that can bring improvement in problem areas and thereby prevent unnecessary referrals.

- a) the principal
- b) the resource teacher
- c) the classroom teacher
- d) the educational assistant

P32, R, D2

16. Establishing a _____ for students can assist the development of a peer support network.

- a) Friendship Club
- b) Circle of Friends
- c) Noon Hour Club
- d) Best Friends Club

P43, R, D1

17. Between the 1950's and 1970's special education teachers:

- a) Worked with typically achieving students and classroom teachers
- b) Primarily dealt with students with one exceptionality
- c) Had a very elaborate role
- d) Worked in the community not the classroom

P31, R, D1

18. Special education settings were implemented on the belief that:

- a) Parents wanted students to have more one-on-one education
- b) The students would not impede the other students learning
- c) The teachers were not qualified to teach students with special needs
- d) The students wanted to be separated from their peers

P29, R, D1

Matching

Directions: Read each case scenario below. Then match the scenario to the relevant critical dimension of inclusive classrooms.

- a. Sense of community and social acceptance
- b. Appreciation of student diversity
- c. Attention to curricular needs
- d. Effective management and instruction
- e. Personnel support and collaboration

19. All types of differences (e.g., gender, intellectual, physical, behaviour/personality) are accepted and valued in the classroom.

P35, A, D2

20. A teacher facilitates the establishment of positive peer interactions between students with and without exceptionalities.

P43, A, D2

21. Graphic organizers and study guides are provided to students in this inclusive classroom.

P35, D2

22. Nine-year-old Jamie, a student with intellectual disabilities, studies counting skills during math while his nondisabled peers study division.

P38, A, D2

23. This teacher uses the same cycle during lesson presentations. This cycle includes daily review, presenting new information, guided practice, independent practice, and formative evaluation.

P39, A, D2

24. Six-year-old Amber has a full-time paraeducator who works with her in an inclusive classroom.

P40, A, D2

25. Students sense that they belong in the general education classroom.

P36, A, D2

26. Teachers are sensitive to cultural, community, and family values.

P36, A, D2

27. Kelley's teacher uses a "Circle of Friends" to facilitate inclusion in his classroom.

P43, A, D2

Short-Answer/Short-Essay

28. Define instructional supports. Identify and describe examples of such supports.

P 40-41, R, D2

29. Distinguish among adaptations, accommodations, and modifications.

P 28, A, D3

30. Identify the types of personnel support that may be needed for students with special needs.

P 41-42, R, D 1

31. Describe the vital role classroom teachers play in creating successful inclusive classrooms.

P 35, A, D2

32. Compare and contrast the terms "resource room, self-contained class, and separate schools" as they relate to the education of students with exceptionalities.

P 28-34, A, D2

Essay Questions

33. The attitudes people have regarding inclusion may have either a positive or

negative impact on this process. Discuss the attitudinal research that has been conducted with general educators and parents. Discuss the implications these findings have for designing inclusive classrooms.

P 32-38, A, D3

34. Identify and describe the five methods that enhance inclusion of students with exceptionalities. Be sure to describe the critical features of each. Be thorough in your response.

P 35-45, R, D1

35. You have recently accepted a position at a school that has the goal of designing an inclusive program. You are given the task of providing an inservice program on inclusion. Describe the critical features of your inservice program.

P 27-46, A, D3

Chapter Two

Multiple Choice

- | | | | | | |
|----|---|-----|---|-----|---|
| 1. | A | 7. | B | 13. | B |
| 2. | D | 8. | A | 14. | C |
| 3. | B | 9. | D | 15. | C |
| 4. | C | 10. | C | 16. | B |
| 5. | A | 11. | D | 17. | B |
| 6. | A | 12. | D | 18. | C |

Matching

- | | | | | | |
|-----|---|-----|---|-----|---|
| 19. | A | 22. | D | 25. | B |
| 20. | D | 23. | E | 26. | A |
| 21. | C | 24. | A | 27. | E |

Short-Answer/Short Essay

28. Instructional supports include accommodations and modifications to enhance learning and acceptance in the general education classroom. Illustrative examples will vary.
29. Accommodation refers to the “specialized support and services that are provided to enable students with diverse needs to achieve learning expectations. This may include technological equipment, support staff, and informal supports” (Saskatchewan Learning, 2000, p. 145). Adaptation refers to the “adjustments to curriculum content, instructional practices, materials or technology, assessment strategies, and the learning environment made in accordance with the strengths, needs, and interests of the learner” (Saskatchewan

Learning, 2000, p. 145). Modification refers to changes in policy that will support students with exceptionalities in their learning (e.g., altering school curriculum or attendance policy).

30. Types of personnel support that may be needed for students with special needs include special education teachers, paraeducators, and related service personnel. Also, administrative support is critical for successful inclusion to occur.
31. Classroom teachers play a vital role in the education of students with exceptionalities. They must be able to perform many different functions, such as:
- acting as a team member on assessment and IEP committees
 - advocating for children with exceptionalities
 - counseling and interacting with parents of students with exceptionalities
 - individualizing instruction for students with exceptionalities
 - being innovative in providing equal educational opportunities for all students, including those with exceptionalities
32. Answers will vary; refer to pages 28-34.
- Resource room: The resource room is a special education classroom. However, unlike the self-contained special class, students go to the resource room only for special instruction. Students who are served by the resource room model spend part of each school day with their typically achieving, chronological-age peers and attend resource rooms for special assistance in addressing their areas of difficulty.

Self-contained class: In the special education classroom approach, students receive the majority of their educational program from a special education teacher specifically trained to serve the population of students with intellectual disabilities, learning disabilities, or some other specific exceptionality. Students placed in self-contained special education classrooms rarely interacted with their typically achieving peers, often even eating lunch alone. Likewise, the special education teacher interacted very little with typically achieving students or classroom teachers.

Separate schools: Students go to a school designated for students with special needs which may or may not be the neighbourhood school.

Essay Questions

33. Parental and teacher support for inclusion is very important. While they believe that inclusion has some obvious benefits for their children, they also worry about their children being in integrated placements. Most teachers support inclusion, are willing to teach students in their classrooms (although those who respond in this way are fewer than those who support the concept), and believe that inclusion results in positive benefits for students with exceptionalities and does not harm other students or the instructional process. Classroom teachers play a vital role in the education of students with exceptionalities. Sharing responsibility among classroom teachers, special education teachers, and other specialists, such as reading teachers, is the key to providing effective educational programs for all students. The attitude of the teacher toward students and the general climate the teacher establishes in the classroom impact the success of all students, particularly those with exceptionalities.
34. Five methods that enhance the inclusion of students with exceptionalities:
- (1) a sense of community and social acceptance: In desirable inclusive settings, every student is valued and nurtured. Settings such as this promote an environment in which all members are seen as equal, all have the opportunity to contribute, and all contributions are respected.
 - (2) appreciation of student diversity: School personnel involved in the education of students with exceptionalities must have a positive attitude about serving this group of students. If teachers feel that they are being asked to do things that are unnecessary, the entire classroom climate may be affected. Teachers set the example for students in their classrooms by either accepting and supporting students with exceptionalities or rejecting them. Therefore, educators' philosophy regarding special education is critical

to the success of these students.

(3) attention to curricular needs: Teachers must look seriously at the curriculum and ask what students are learning and how students with exceptionalities can access the curriculum (Pugach & Warger, 2001). If the individual curricular needs of a student are not being met, the curriculum must be adapted or the educational placement must be re-examined. A student's learning and life needs should always be the driving force in programmatic efforts and decisions

(4) effective management and instruction: Another essential component of successful inclusive settings is the effective management of the classroom and effective instruction provided by the teacher to meet the wide range of students' needs (Cangelosi, 2004; Voltz et al., 2001). These practices include four elements: (1) successful classroom management, (2) effective instructional techniques, (3) appropriate adaptive and/or accommodative practices, and (4) instructional flexibility. Successful inclusion is improbable without effective practices in these areas.

(5) personnel: Special education teachers, paraeducators (paraprofessionals or teacher aides), and other related service professionals, such as speech-language pathologists, occupational and physical therapists, psychologists, counsellors, and audiologists, are typically involved in providing supports to students with exceptionalities. They also assist general education teachers in inclusive settings through a variety of collaborative models, including collaboration–consultation, peer support systems, teacher assistance teams, and co-teaching. Table 2.2 summarizes these approaches. Equally important is administrative support and collaboration support for inclusion, as reflected by attitudes, policies, and practices at the district and individual school level (Mastropieri & Scruggs, 2001; Podemski et al., 1995).

35. Critical features of inservice program:

- History of special education leading to inclusion
- Constitution Act: rights of persons with disabilities entrenched
- Role and responsibilities of classroom teacher, resource teacher, support personnel, administration, parents, and students
- IEPs and programs, accommodations, adaptations, modifications
- Service delivery models and placement issues