

TEACHING EVERYONE

An Introduction to Inclusive Education

by

Whitney H. Rapp, Ph.D.

and

Katrina L. Arndt, Ph.D.

St. John Fisher College
Rochester, New York

Contents

About the Online Companion Materials	xi
About the Authors	xiii
Foreword <i>Susan Peters</i>	xv
Foreword <i>Douglas Biklen</i>	xvii
Acknowledgments	xix
Introduction	xxiii
I Why Does Teaching Everyone Matter? The History of Special Education	1
1 Construction of Ability and Disability, Intersections of Ability, Race, and Gender	3
Disability Throughout History.....	5
How Race, Gender, and Disability Are Socially Constructed.....	10
How the Social Construction of Disability Affects Education and Schooling	13
Narrative 1.1. Keith Jones	16
2 History of Special Education.....	19
Education in the United States.....	21
The Development of Special Education.....	25
What We Want to See.....	29
Narrative 2.1. Larry Bissonnette	35
3 Special Education Law and Legislation.....	37
The Road Traveled	38
Narrative 3.1. Dr. David Rostetter	47
Where We Stand	53
Narrative 3.2. Jeannine Dingus-Eason	54
Current Context and Issues	55
The Trip Ahead.....	57
II What Does Teaching Everyone Mean? The Educator’s Role and Citizenship in the Classroom.....	61
4 Early Intervention: Birth Through Preschool <i>Martha Mock</i>	63
Development of Policy and Practices of Early Intervention.....	64
Narrative 4.1. Advice to Professionals Who Must “Conference Cases”	67
Narrative 4.2. Letting Go	69
Major Principles in Early Intervention and Early Childhood Special Education.....	71
Summary and Future Directions	79
5 Child and Adolescent Development.....	81
Theories of Child and Adolescent Development	82
Impact of Developmental Theories in Context of School.....	93

Development in the Context of Disability.....	98
What Teachers Should Know About Child and Adolescent Development.....	99
Narrative 5.1. Cady Welch.....	99
6 Classroom Management.....	105
Building Community.....	106
Classroom Management.....	115
Special Education and Classroom Management.....	119
Narrative 6.1. Rachel Zindler.....	124
7 Differentiation.....	127
A Conceptual Framework for Successful Differentiation.....	128
Narrative 7.1. Sam Rapp.....	133
Differentiation of Instruction.....	134
Narrative 7.2. Matt Giordano.....	135
Considerations and Classroom Cases.....	139
8 Universal Design for Learning.....	143
Definition of Universal Design for Learning.....	144
Why Universal Design for Learning?.....	145
Principles of Universal Design for Learning.....	145
Narrative 8.1. Tina Calabro.....	146
Provide Multiple Means of Representation.....	146
A Universal Design for Learning Classroom.....	152
9 Assessment.....	161
Assessment in the Classroom.....	163
Evaluation for Special Education.....	170
Placement and the Individualized Education Program.....	175
Narrative 9.1. Laura Whitcomb.....	177
10 Collaboration.....	179
Collaboration Best Practices.....	180
Home–School Collaboration.....	184
Collaboration within the School.....	186
Collaboration Between School and Agencies.....	187
Narrative 10.1. Sheri Stanger.....	189
Narrative 10.2. Colleen Brown.....	190
11 Transition from High School to Adult Life.....	191
Issues.....	192
Legislation and Processes.....	194
Community Connections.....	197
Narrative 11.1. Postsecondary Program Students.....	199
III How Will I Teach Everyone? Instructional Strategies by Content Area.....	203
12 Management Strategies for All Students.....	205
Strategies for Management.....	207
Narrative 12.1. Maggie Driscoll.....	219

13	Reading Strategies for All Students	221
	Reading Instruction and Access to Instruction.....	223
	Least Dangerous Assumption	225
	Digital Media, Common Core State Standards, and Response to Intervention (RTI)	227
	Strategies for Engagement, Input, Output, and Assessment.....	229
	Narrative 13.1. Joellen Maples	238
14	Writing Strategies for All Students	241
	Components of Writing.....	243
	Strategies for Engagement, Input, Output, and Assessment.....	246
15	Social Studies Strategies for All Students	253
	Strategies for Teaching Social Studies to All Students.....	256
16	Math Strategies for All Students	265
	Strategies for Teaching Math to All Students.....	268
	Narrative 16.1. Michael, High School Math Teacher	277
17	Science Strategies for All Students	279
	Strategies for Teaching Science to All Students	282
	Narrative 17.1. Debra Ortenzi	293
18	Social and Communication Strategies for All Students.....	295
	Strategies for Teaching Social and Communication Skills to All Students	299
	Narrative 18.1. Clara Berg.....	308
19	Working with Special Area Teachers and Related Service Professionals	311
	Working with Special Area Teachers.....	312
	Working with Related Service Professionals.....	316
	Narrative 19.1. Susan M. Hildenbrand	319
	References.....	321
	Appendix: Resources for Comprehensive Teaching	333
	Author Index.....	357
	Subject Index.....	361

About the Authors

Whitney Rapp, Ph.D., Associate Professor of Inclusive Education, St. John Fisher College, Rochester, New York

Dr. Whitney H. Rapp is an Associate Professor of Inclusive Education at St. John Fisher College in Rochester, New York, where she teaches courses on inclusive education pedagogy, assessment, classroom management, and diversity issues. She is currently serving as Associate Dean of the Ralph C. Wilson, Jr., School of Education. Dr. Rapp holds a B.A. in elementary education and psychology from the State University of New York at Potsdam and an M.A. and a Ph.D. in special education from Michigan State University. Prior to her 14 years of experience in teacher education programs, Whitney taught many different grade levels in a variety of settings, from fully inclusive classrooms to residential special education schools. All of these experiences reinforced her belief that all children can learn and that all children should learn together in inclusive settings. Whitney's current research interests include universal design for learning—particularly strategies to support executive functioning abilities. She presents often at local, state, and national conferences on differentiation of instruction and teacher education. Whitney's spare time is spent with her husband and three children, riding bikes, hiking, gardening, reading, watching movies, and enjoying Owasco Lake.

Katrina L. Arndt, Ph.D., Associate Professor of Inclusive Education, St. John Fisher College, Rochester, New York

Dr. Katrina L. Arndt is an Associate Professor of Inclusive Education at St. John Fisher College. She teaches courses in the undergraduate and graduate programs in inclusive pedagogy, collaboration, assessment, classroom management, and diversity issues, and has supervised student teachers and graduate-field placements. Before entering higher education, she was a preschool teacher, paraprofessional, and special education teacher in Minneapolis, Minnesota, for 10 years. She then worked as secondary English co-teacher in the Rochester, New York, area.

Dr. Arndt holds a B.A. in philosophy from Grinnell College and an M.A. in educational psychology from the University of Minnesota. Her Ph.D. in special education and her Certificate of Advanced Study in disability studies are from Syracuse University. She joined the faculty of St. John Fisher College in 2005, and was a part of the group of faculty who voted to merge the Special Education, Adolescence Education, and Childhood Education Departments to become a single inclusive education department in 2010. Her research interests focus broadly on inclusive practices in schooling and narrowly on sharing the perspectives of children, youth, and adults who are visually impaired, blind, and deafblind. Katrina spends her free time enjoying the outdoors with her partner Lauren, visiting her many nieces and nephews, and hiking in the Adirondacks.

CHAPTER 10

Collaboration

How this chapter prepares you to be an effective inclusive classroom teacher:

- This chapter emphasizes the importance of valuing all family groupings and being sensitive to the many aspects of diversity. This chapter also emphasizes the importance of asking for help when it is needed—a direct connection to being a lifelong learner. **This helps you meet CEC Standard 9: Professional and Ethical Practice.**
- This chapter teaches the components of collaboration and the importance of having good collaborative skills. The relationships special education teachers have with other teachers, related service providers, teaching assistants, and community agencies are reviewed. This chapter addresses that teachers are viewed as specialists by myriad people who actively seek their help to effectively include and teach all students. You will also learn that teachers are a resource to their colleagues in understanding the laws and policies relevant to all students. **This helps you meet CEC Standard 10: Collaboration.**

**After reading and discussing
this chapter, you will be able to**

- Define collaboration
- Explain the components of best practice in collaboration
- Review and choose a tool to support self-awareness about learning styles and preferences
- Explain how good communication occurs
- Understand the importance of asking for help when needed
- Define and give examples of subversive pedagogy
- Explain what cultural consciousness means and give examples
- Understand how to identify and nurture families' strengths
- Create a resource to use when explaining the components of coteaching
- Explain ways that teachers collaborate with related service personnel and teaching assistants
- Understand the importance of collaborating with community agencies that may serve students

This chapter reviews best practices in collaboration and discusses ways that teachers are expected to collaborate. In the first part, collaboration is defined and best practices are described. Next, collaboration between home and school is explained and then collaboration within the school is examined. Finally, we review collaboration between schools and agencies. Each relationship must be framed as one that shares a focus on supporting what is best for the student. When this is the case, the discussions and collaborations can work through what each party believes is best, and how to make that happen.

Collaboration is a skill all teachers need. The days of teachers going into their own classrooms and teaching all day without other adults present are gone. Today, it is more likely that a teacher interacts with other adults in and out of the classroom. For this reason, it is essential that new teachers understand the component skills of effective collaboration and the range of people with whom they will work to support students.

Narratives in this chapter come from Sheri Stanger, Megan Stanger's mother, and Colleen Brown, Zack's mother. Megan's needs are complex, and over the years Sheri has worked with hundreds of educational professionals to support Megan effectively. Colleen has the perspective of a parent and an advocate; she works for The Advocacy Center in Rochester, New York, and in that capacity helps families and individuals with disabilities collaborate in a range of ways with a wide range of services and service providers.

COLLABORATION BEST PRACTICES

What is collaboration? How does collaboration happen? Fundamentally, collaboration is working with others. Collaboration happens when two or more people talk to each other and work to meet a common goal. In schools, collaboration happens all the time, every day. Teachers work with each other—general education teachers collaborate with special education teachers, content area teachers collaborate within and across content areas, special education teachers work with each other. Teachers also collaborate with

a range of other adults in the school: teaching assistants, speech-language pathologists, occupational therapists, physical therapists, school psychologists, social workers, counselors, librarians, custodial staff, cafeteria staff, administrators, administrative assistants, coaches, and bus drivers.

Beyond the school walls, teachers also work with communities and families. Teachers work with community agencies to support students beyond the school day. As you will learn in Chapter 11, the IEP process in high school includes transition planning. Transition planning should ideally include making connections with colleges and agencies that provide services for adults. From Chapter 4, remember that for students younger than kindergarten age, early intervention services are often provided through an agency, and a significant transition takes place from early intervention into kindergarten. At a very fundamental level, everyone is working to serve students. Problems can pop up when members of a team do not agree about what is best for an individual student or a group of students. The rest of this section is divided into components of best practices in collaboration: knowing your strengths and the strengths of others, communication skills, knowing when to ask for help, sharing a common goal, being flexible, and taking risks.

Knowing Your Strengths and the Strengths of Others

To work well with others, it is important to first know yourself. There are a range of tools to help you learn about your preferences related to planning, teaching, and communicating with others. For example, the Myers-Briggs test is one tool that gives information about individual styles in four areas: if you prefer your own inner world or the outside world (introverted or extroverted), how you manage information (sensing or intuition), how you make decisions (thinking or feeling), and what kind of structure you prefer when dealing with others (judging or perceiving) (The Myers Briggs Foundation, n.d.). Many districts use the Myers-Briggs Type Inventory to help teachers and other professionals understand their personality types, so that they are aware of their own preferences and can be sensitive to the preferences of others, which may be very different.

Another rating scale that is useful in helping professionals learn about their own styles and preferences is the Kaleidoscope, a learning styles inventory that has forms for educators and students (Performance Learning Systems, 2011). The Kaleidoscope inventory gives insights into how you learn best, how you like to work, your personality, and how you view the world (Performance Learning Systems, 2011). There are many other rating scales; these are just two examples (see Table 10.1). Rating scales can be a good way to know yourself and learn about the strengths of others. The discussion can then become one of finding complementary strengths instead of focusing on differences as something negative. For example, when we coteach, we laugh about the way one author types each lesson plan with starting and ending times next to each item, while the other arrives with a creative, interactive lesson fully mapped out in her head—and a few scribbled notes on a half sheet of paper. Both ways have value and we have learned to value the organization and creativity we each bring to our shared lessons.

Communication Skills Sometimes it feels like all we do as teachers is talk to each other! Because this is the nature of teaching, having good communication skills is essential. This includes receiving and expressing information. Receiving information is listening with an open mind, reviewing materials with a receptive attitude, and being open to new ideas. Expressing information means speaking respectfully and persuasively, providing materials in ways that are accessible to all, and being open to new ideas.

Table 10.1. Learning preferences and styles

Rating scale	Measures
Myers-Briggs Type Inventory (Myers Briggs Foundation)	Introvert/extrovert Sensing/intuition Thinking/feeling Judging/perceiving
The Kaleidoscope Profile (Performance Learning Systems)	Sensory preferences—How you learn best Organizational preferences—How you like to work Perceptual preferences—How you view the world Personality temperaments—Who you are
Kolb Learning Style Inventory (Experience-Based Learning Systems, Inc.)	Learning style typology (9 types): Initiating Experiencing Imagining Reflecting Analyzing Thinking Deciding Acting Balancing
VARK Learning Profile Questionnaire (VARK, <i>A Guide to Learning Styles</i> —Neil Fleming)	Visual Aural Read/write Kinesthetic
Gardner's Multiple Intelligences (Howard Gardner)	Spatial Linguistic Logical-mathematical Bodily-kinesthetic Musical Interpersonal Intrapersonal Naturalistic

Receiving information with an open mind is one of the single biggest keys to collaboration. We have often been in meetings where the faculty seemed disconnected and resistant to any message the administration was trying to convey. This may be because veteran teachers have been in the same district or building through multiple administrative changes, and feeling jaded or cynical about the next new innovation or plan is one response to feeling that time in meetings is wasted, with no real change or improvement. This response may be based on past experiences, but it can be ultimately harmful to students because that same teacher is often one who does not want to hear new things or stretch himself in new ways to become a better instructor. While you shouldn't adopt every new idea you hear wholeheartedly without careful analysis of the possible benefit, neither should you reject something new simply because it is new. Part of being an effective teacher and advocate means carefully reflecting on everything you do and connecting meaningfully with colleagues so you can make educated decisions about your practice.

Expressing information includes two important components. First, speaking respectfully and persuasively includes knowing your audience. You might have a

fantastic idea, but if you cannot communicate what it is and why it should be given a trial run, it will never get off the ground. Having persuasive speaking skills is part of being a good teacher; it is not in addition to being a good teacher. To effectively advocate for your students, your school, and your district, you must be able to identify the points you want to make and make them clearly and simply.

Second, providing materials in ways that are accessible to everyone means thinking carefully about your audience. If materials are prepared in English but many people in the audience read Spanish, you are not communicating effectively. For example, an Open House flyer needs to be accessible to all families, which means that you need to count on spending the time necessary to have the flyer available in every language used by households in your classroom. If you do not, then you are not welcoming all families. Another consideration is the reading level of the flyer. If you have families that do not have strong literacy backgrounds, you need to consider how to communicate the information on the flyer clearly and simply so that those who are not strong readers can access the content. Finally, if you have students or family members who are blind, you must think about ways to have the material available in Braille or electronically (so that a text-to-speech program can read it aloud). Only when everyone in your intended audience can access your message is your job of being a good communicator complete.

Knowing When to Ask for Help Collaborating includes knowing that more than one perspective is a good thing. A synergistic outcome that is greater than the sum of the parts is often the result. Sometimes teachers fall into the mistake of thinking that not knowing all the answers means that they are not good teachers. This is not true. Good teachers are always learning new things and know that it is not only okay to need help sometimes, it is an important skill to know when to ask for help when it is needed.

Share a Common Goal Having common goals may sound simplistic. Teachers are all concerned with supporting student success, but knowing what that includes, and deciding what short-term goals to set to meet the goal of supporting all students, can lead to major differences in how individual teachers believe they should teach.

In addition, pressure to meet testing goals exists in American schools today. Determining if teachers are effective is a current and controversial debate, and that means that teachers are under enormous duress to perform well. So the common goal of helping students succeed is a challenging one.

Determining what the goals are for a particular team is essential; if two individuals do not share the same goal, the result may be conflict and misunderstanding. This can be directly connected to the goals on a student's IEP. For example, if a student with a reading level far below grade level is included in her ninth-grade English class, the English teacher may have the goal of supporting the student so that she can read one to two grade levels higher by the end of the year. The special education teacher may have a goal for the student related to her social connections and relationships outside of class. When the two goals—one academic and the other social—are not shared and discussed, both teachers may end up frustrated with each other. Instead, it is important to articulate the goals, so that everyone can agree on the focus for the year.

Goals may be broader than a single student's IEP; teams and whole buildings often set goals for the year related to the building climate, to overall academic achievement, or to professional development. A common goal is a commitment to inclusive practice. Inclusion is an attitude, not a place, and the goal should be to support students in inclusive ways. With that shared understanding, decisions can come from the same place and the team will be able to work through the many details of implementing plans with that knowledge and shared commitment.

Be Flexible Be willing to try new things, or to give someone else the chance to try their idea first. Be prepared for the give-and-take of collaborative practice, and be prepared for the opportunity to practice not always getting your way. Working as a member of a team means that every person has valuable input, and your ideas are important, but so are others' ideas. Practice bending without breaking.

Take Risks The secret to good teaching is knowing that there is always more to learn, and there is always something new to try. Trying something new, or something that you are not sure will work, is risky, but the best way to learn is to be open to new methods and ideas. Staying open might include coteaching, learning a new course to teach in your content area, or implementing a different way to teach your content.

Taking risks might also include following your instincts when your administration asks something of you that does not feel right, or acts in ways that do not support what you believe is good practice. Paula Kluth (2003) called this **subversive pedagogy** and gave several examples of this in her book *You're Going to Love This Kid!* She talked about going to an IEP meeting and seeing the administration refuse to consider an inclusive placement for a boy with disabilities. She talked with the administrator after the meeting about it, but it was clear that the decision had been made. So she secretly got a copy of a "parent's rights in special education" booklet and highlighted the sections that were important for the family to know. She mailed it to the family anonymously. The family hired a parent advocate, and another meeting was scheduled to discuss the family's interest in inclusive placements.

subversive pedagogy

"Rejecting common institutional practices in favor of those that are humane and appropriate" (Kluth, 2010, p. 52).

HOME-SCHOOL COLLABORATION

The National Association of School Psychologists said that home-school collaboration "involves families and educators actively working together to develop shared goals and plans that support the success of all students" (2005, para. 1). Actively working together means that all parties are focused on what is best for the student and are striving to provide those services.

Today, the majority of teachers are White women. Demographically, today's schools have a growing population of African American and Hispanic students, and it is likely that many students of color will never be taught by someone who looks like them or has the same cultural background. Gloria Ladson-Billings addressed this in her article on culturally relevant teaching (1995) and explained that it is essential for teachers to do three things in their classrooms: ensure that students are academically successful, ensure that students develop and maintain a **cultural consciousness**, and ensure that students develop a critical consciousness (p. 160). You might be wondering how this connects with home-school collaboration. The answer is in the second point. For teachers to ensure that students feel welcome in school, and that school is a place that will help them learn and be successful, they must feel that who they are and where they come from is valued. Too often, students do not feel this way. Your task is to address this by getting to know students and their families.

Getting to know students and their families means accepting and embracing extended family as part of the family. Some children are raised by a community of family: parents, grandparents, aunts, uncles, and cousins. We would like you to consider that it can be a wonderful thing for a child to have many adults who love and care for them, not a sad and deplorable situation when a child lives with more than one family member at different times. In Table 10.2, a range of ideas is listed to help you try to connect with families. Feel free to add your own ideas to the list!

In the rest of this section, you will review how you can share the expertise that you have as a teacher, and how you can learn from families, who are the experts about

cultural consciousness

An awareness that students' cultures must be used as a vehicle for learning (Ladson-Billings, 1995, p. 161).

Table 10.2. Ways to connect with families

-
- Send a postcard home before the start of the school year, welcoming each student.
 - Greet families outside the school as they come in.
 - Meet students at the door and ask how the afternoon went the day before.
 - Write a class newsletter each week, and translate it into every language used by families in the class (check out Google Translate).
 - For Open House night, send personalized invitations to each family.
 - Start a math-games night every quarter to teach families about the games you use for math.
 - Ask family members how they would like to be a part of the classroom community.
 - Be open and welcoming of family visitors: Have different jobs ready for different kinds of volunteers. Ideas include reading to the class, preparing materials for an activity, teaching a small group or the whole class about an area of expertise, or typing the class newsletter.
-

their children. Remember that you are with students about 6.5 hours each school day; families are with their children the other 17.5 hours of each school day, all weekends, and all vacation days; families are the ones who really know the students you see during the school day.

Share Your Expertise

Sharing expertise is how to connect useful ideas and strategies with families. When you are considering connecting with families, realize that there is probably diversity in families' experience with schooling. Some parents and family members enjoyed school, were successful in school, and expect to have a strong connection to their child's classroom. Other family members may not have finished school, or did not enjoy schooling for a variety of reasons. Your job is to support the success of all students, and one integral part of that is to welcome and support the families that send the students to school each day.

Learn from Families' Expertise

Families are a source of expertise on a wide range of topics. First, families are the experts in the students they send to school. They know more about the student than you do; they live with them, watch them grow, help them build skills, and stay with them through good and tough times. Some teachers lament that they could do their jobs so much better if only the parents or families would do their parts. But who are teachers to decide what families should do? Complaining about what families do not do is not productive. Finding the strengths that families have is productive. Mary Cowhey noted that she consciously makes time to connect with every family outside of school before the school year begins. She explains why this is important:

Home visits are a good way to learn about and understand the diversity of my students' families, but they also give families an opportunity to talk with me about other issues in their family's life. These may include issues such as the serious illness of the child or a family member, recent or impending death, birth/adoption, marriage, separation, divorce, custody dispute, incarceration, addiction, rehabilitation, unemployment, disability, or other family issues. It is important to know how these things might affect a child's moods, schedule, and energy level. It is often a relief for a parent or guardian to explain the context of family issues before they manifest themselves as anxiety or inappropriate behavior in the classroom. (2006, p. 198)

Like Cowhey, we believe that getting to know families is essential to being a good teacher.