

TEACHING STUDENTS WITH SPECIAL NEEDS *in Inclusive Settings*

FIFTH CANADIAN EDITION

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Preface

The delivery of services and supports to students with exceptionalities and other special needs in general classroom settings has increased significantly since the original edition of *Teaching Students with Special Needs in Inclusive Settings* was published. More and more schools are implementing inclusive education models each year. While the success of inclusion is difficult to validate due to inherent research problems and variant terminology, research tends to indicate that including students with exceptionalities and other special needs in general education classrooms proves beneficial both to these students and to students without exceptionalities. It is likely that the inclusion movement will continue to move forward if teacher training programs continue to address the need to better prepare general educators to deal effectively with students with diverse learning needs.

As with previous editions, we feel it is important to indicate our position on inclusion. When the movement first began, the general interpretation of inclusion was “all or none”—all students, regardless of the severity of their exceptionality, all of the time, in general education classrooms. As inclusion has been implemented, however, this all-or-none position has been moderated significantly. It is our belief that *inclusion* means that all children with exceptionalities *belong* with their typically achieving, chronological-age peers in the same classes, in the same school they would be attending if they did not have an exceptionality. However, it is also our belief that these students must be provided with appropriate educational opportunities. This could include the provision of supports in the general education classroom, but it may also mean the education of some students, at specific times during the day, in specialized settings where they can receive interventions that could not be provided as effectively in the general classroom setting.

It remains our strong belief that students with exceptionalities and other special needs must be provided educational services that are appropriate for them, as determined by professionals in consultation with parents and family members. The appropriateness of the services definitely includes the location of the educational program. Serving students based on educational need rather than clinical label or service delivery model should be the purpose of all special programming; individual student needs must remain the critical element in designing appropriate programs.

FEATURES OF THE FIFTH CANADIAN EDITION

Too often, special education in Canada is taught without reference to or acknowledgment of the substantial differences between the Canadian system of special education and that in the United States. Although Canada has been strongly influenced by the progression of special education services in the United States, this country’s provincial and territorial educational jurisdictions make it unique. Canada has 12 different approaches to special education definitions and service delivery. Currently, Nunavut uses the educational guidelines of the Northwest Territories, but we may soon be looking at 13 different models. A pre-service teacher in Canada needs to be aware of the range of services that exist throughout the country. Throughout this fifth Canadian edition, we highlight the differences and similarities across Canada. However, unlike some Canadian editions, this one strives to make pre-service teachers aware of the situation in the United States as well; instead of being limited to a review of Canadian services, this edition frequently contrasts the Canadian situation to the more generally recognized United States’ system of special education. In this way, students are best informed about current special education practices throughout North America.

References to Canadian research, statistics, and prevalence appear throughout the text. The perspective on multicultural and aboriginal education continues to be updated in each edition to provide the reader with more current views on approaches to the diverse general education classroom. Personal Spotlights in selected chapters feature Canadian teachers, parents, professionals in the community, and individuals with exceptionalities. Each chapter includes a list of recommended topical resources that are appropriate for Canadian teachers, including Canadian and international associations, books, videos, and resource guides. Similarly, each chapter provides a short description of recommended relevant websites with information and resources that will be helpful to Canadian teachers.

The Chapter Objectives are teaching and learning aids that outline the material to be covered in the chapter. Each opening vignette is a case study relating to the chapter's topic and is accompanied by Questions to Consider. After studying the chapter, students will be able to confidently answer all of those questions.

Margin notes focus on three themes: Teaching Tips, Further Readings, and Consider This boxes. Each chapter also includes specific boxed features that highlight **technology**, **cultural diversity**, **inclusion strategies**, and **research-based evidence**. These features are intended to provide more depth to a specific topic than is found in the text.

Technology Today

Technology Today boxes feature practical information and discuss the ever-changing technology available to the teachers and students in today's inclusive classrooms.

- Developing an Effective Team Approach to Serve Students Using AAC in the Classroom p. 78
- Assistive Technology: Enhancing Quality of Life p. 191
- Pushing a Wheelchair p. 251
- Websites for Families of Children with Exceptionalities p. 393

Diversity Forum

Diversity Forum boxes provide in-depth information about how a teacher in an inclusive classroom can meet the needs of the culturally diverse students of today.

- Planning as a Team, Learning Together p. 10
- Considerations for Observing Linguistically Different Students p. 75
- ASD and Multiculturalism p. 204
- Observational Checklist for Identifying Strengths of Culturally Diverse Children p. 265
- Issues to Consider before Referring Students from Culturally Diverse Backgrounds for Special Education Programs p. 288

Inclusion Strategies

Inclusion Strategies boxes provide practical strategies for implementing inclusion in the classroom.

- Using "People First" Language p. 5
- Classroom Ecological Inventory p. 17

- Components of a Behaviour Management Plan p. 173
- Teaching Science to Students Who Are Hearing Impaired p. 228
- Range and Types of Accelerative Options p. 270

Evidence-Based Practice

Evidence-Based Practice boxes highlight teaching strategies and suggestions supported by research.

- Increasing Peer Interactions for Students with Severe Disabilities through Training for Paraprofessionals p. 44
- Teaching Strategies to Help Problem Listeners in the Classroom p. 69
- Evidence-Based Instruction: Sound Blending p. 100
- Part-by-Part Decoding Instruction when Pre-Teaching Content Area Words p. 109
- Circles of Friends in Schools p. 193
- Appropriate Adaptations for Students with ASD p. 207
- Physical Activity of Children with Visual Impairments p. 235
- Goals for Curricula of Children Who Are Gifted p. 266
- Components of Effective Mentoring Programs for At-Risk Students p. 303
- Teaching Reading with Emphasis on Word Recognition p. 344
- Teaching Reading Comprehension p. 344
- Teaching Writing Skills p. 345
- Teaching Mathematics p. 347
- Teaching Social Skills p. 348
- Effective Marking Practices p. 363
- Parent-Delivered Interventions p. 399

Personal Spotlight

Personal Spotlight boxes highlight teachers, parents of students with special needs, and individuals with special needs, providing insight into the views of people who deal most closely with the challenge of inclusion.

- Speech-Language Pathologist Judy Meintzer p. 80
- French Immersion Classroom and Resource Teacher Coreen McIntyre p. 98
- Educator and Researcher Dr. Shelley Stagg Peterson p. 117
- Student Support Services Consultant Heather Merasty p. 140
- Student Support Teacher Tammy Wilde p. 187
- Educator, Research, Author Dr. Beverley Brenna p. 210
- Audiologist Jerri-Lee MacKay p. 229
- Clinical Audiologist Cassandra Grabowski p. 353
- Psychologist Dr. Audrey Kinzel p. 402

SUPPLEMENTS

MyEducationLab Student Supplement

MyEducationLab Discover where the classroom comes to life! From video clips of teachers and students interacting to a lesson plan builder and topical assessments, MyEducationLab gives students the tools they will need to succeed in the classroom—with content easily integrated into existing courses. MyEducationLab gives students powerful insights into how real classrooms work and also gives them a rich array of tools that will support them on their journey from their first class to their first classroom.

Instructor Supplements

The fifth Canadian edition of *Teaching Students with Special Needs in Inclusive Settings* is accompanied by the following supplements, which all instructors will find helpful:

- The **Instructor’s Manual** contains chapter overviews, discussion topics, handouts, and study guides.
- The **Test Item File** (in Microsoft Word format) consists of multiple choice, matching, short answer/short essay, and essay questions.
- There are approximately 30 to 50 **PowerPoint Slides** per chapter.
- Please note that all of these supplements are available online. They can be downloaded by instructors from a password-protected location on Pearson Education Canada’s online catalogue (vig.pearsoned.ca). Simply search for the text, then click on “Instructor” under “Resources” in the left-hand menu. Contact your local sales representative for further information.

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