TEACHING ENGLISH LEARNERS IN INCLUSIVE CLASSROOMS

Fourth Edition

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By

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Foreword by

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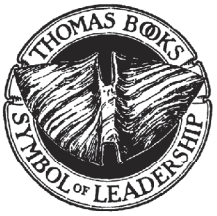
Introduction by

Lou Brown, Ph.D.



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EunMi Cho, Ed.D. is a Professor of Special Education at Sacramento State University in California. She is the Coordinator of the Mild/Moderate Program and Dual Teaching Credential (Mild/Mod and Multiple Subject) Program. She also places all teacher candidates in these programs for their fieldwork. She has done extensive research and implementation nationally and internationally. The main areas of her research include high-leveraged special education curriculum/instruction, culturally responsive assessment, inclusive practices, community and family outreach by using qualitative, mixed-methods, and ethnographic method. As an international and national leader with bilingual and multicultural ability, her recent focus is on inclusive teacher preparation program development in multiple countries of Africa and Asia while serving the Learning Disabilities Association of America's Professional Advisory Board Chair in state.

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is currently studying the cognitive processes involved in the teaching and learning of historical thinking in special education. Previously, he has studied the role of morphological knowledge in reading complex texts. And from this study, he is planning on applying the importance of morphology to develop disciplinary vocabulary in history, science, and math.

Cindy Collado, Ph.D. is Assistant Professor of Special Education at California State University, Sacramento in California. She is the program and field placement coordinator of the blended Master of Arts in Teaching (MAT) with Teaching Credential for Early Childhood Special Education (ECSE). She received her Doctorate, Masters, and teaching credential in special education from the University of Illinois at Chicago and Bachelor of Science in Education and Social Policy from Northwestern University. Her research is on inclusive education, the formative assessment practices of preschool teachers in inclusion and self-contained classrooms, and teachers' engagement of families raising children with disabilities. Dr. Collado teaches a wide range of courses in the ECSE program on assessment, development, collaboration, and preschool methods as well as courses across the teaching credential programs on inclusive education. Her work stems from her experiences as an early childhood special education teacher co-teaching in inclusive preschool programs in the Chicago Public Schools and coordinating the Educational Assessment Clinic in the special education credential program at the University of Illinois at Chicago. Using her expertise, she contracts with local school districts to provide professional development training and presents at national and local conferences in the field of Early Childhood Special Education. She also serves on various boards and leadership teams including the California subdivision of the Division for Early Childhood of the Council for Exceptional Children, Inclusion Impact California State Leadership Team, and the California Center for Infant-Family and Early Childhood Mental Health.

Elva Durán, Ph.D., is a professor in Special Education in the Department of Teaching Credentials at California State University, Sacramento. She graduated from the University of Oregon and has her doctorate in special education and curriculum and instruction with special emphasis in learning disabilities and reading. She has been an elementary and middle school teacher in El Paso, Texas and Guam. She has also been a reading specialist in Texas and Guam. She has published *Systematic Instruction in Reading for Spanish-Speaking Students Second Edition, Teaching English Learners in Inclusive Classrooms Third Edition,* has co-authored *Leamos Español K-2 Spanish Reading Program,* has co-authored *ACCESS Newcomer Curriculum, ACCESS English, History, Science and Math Curriculum* for middle school students. She has in press children's literature stories, and has also published numerous articles in special

education and English learners. Her areas of interest are English learners, special education students who are culturally and linguistically diverse, language and literacy and methods and English language development. She is fluent in speaking and writing Spanish and English.

Ana Garcia-Nevarez, Ph.D. is a professor of Child Development in the College of Education at California State University, Sacramento. She has a double B.A. in Psychology and Child Development from California State University, Northridge, an M.A. in School Psychology, and a Ph.D. in Curriculum and Instruction (emphasis elementary education) from Arizona State University. She was a Regents' graduate academic scholar at Arizona State University. She has more than 17 years of experience as a college professor and has numerous accomplishments and awards. She has published numerous publications and has presented at national and international conferences. Dr. Garcia-Nevarez' recent research studies have examined the attitudes of preservice teachers toward teaching as a career and working with culturally and linguistically diverse students. Specifically, she has studied the impact of early field experiences on prospective teachers' career goal orientations, the relationship between school classification (Title I, non-Title I) and participant outcomes, and the relationship between participants' facility in a second language and their response to early field experiences. Previous research studies have focused on the attitudes and perceptions that foreign-trained teachers and bilingual education teachers have towards their education training and the promising prospects these teachers have in the United States.

Rachael (Raquel) Gonzáles, Ed.D. is a professor in the College of Education, Teaching Credential, Special Education and Graduate and Professional Studies in Education at California State University, Sacramento. Her research interests focus on understanding mental health in the lives of English Learners; preparing trauma informed teachers; classroom action research, and international special education. She has presented internationally on special education topics such as executive function, sensory processing, self-regulation, social and emotional disorder, and complexity of behavior. She is a member of the California Student Mental Health Policy Workgroup, Council for Exceptional Children, and International Association of Special Education. Dr. Gonzáles credits her parents for teaching her the meaning behind *bien educada.*

Sarah Ives, Ph.D. is an associate professor of mathematics education at California State University, Sacramento where she is co-Principal Investigator of a 5-year NSF funded Noyce Master Teacher Fellows grant, Sacramento Mathematics and Science Teacher Leaders (SacMAST-L). Dr. Ives is also in

her third year of a fellowship with TeachingWorks designed to improve mathematics education using practice-based teacher educator pedagogies in teacher preparation. She earned her Ph.D. in Mathematics Education from North Carolina State University and her research interests include: disrupting inequities within teaching and learning mathematics; incorporating artifacts of practice in teacher education; and teacher-led professional development.

Sudha Krishnan, Ed.D. is a lecturer in the department of Special Education in the Connie L. Lurie College of Education at San Jose State University in California. Her areas of expertise and research interest have been multiliteracies, assessment of students with extensive support needs, transition, curriculum and instruction of students with extensive support needs and qualitative research methods. She has a wide classroom experience, having taught students with disabilities in California public schools for 18 years. She has also mentored teachers in several districts in Northern California and been a master teacher for many student teachers in her class.

Porfirio M. Loeza, Ph.D. was a reading and bilingual teacher in California for many years. His teaching experience reaches across all grade levels. He currently holds several California teaching credentials, including one in Multiple Subjects, Bilingual Cross-Cultural Specialist (Spanish), Reading/Language Arts Specialist, and a Spanish Single Subject credential. He completed his undergraduate degree as well as several graduate degrees at the University of California at Berkeley. He holds a doctorate in Language, Literacy and Culture. He specializes in sociocultural theory, first and second language acquisition, sociolinguistics and ethnomethodologies. Since 2001, Dr. Loeza has served as a professor in the Department of Teaching Credentials and in the Doctorate in Educational Leadership at California State University, Sacramento. Dr. Loeza teaches post-baccalaureate and graduate courses in language and literacy, including language acquisition. In addition, he is the Co-Coordinator of the M.A. in Language and Literacy and serves as the Executive Editor of *The Journal of Transformative Leadership and Policy Studies.* Since 2008 he has been a consultant with the Guatemala mission of The U.S. Agency for International Development. Dr. Loeza continues to keep abreast of the changing trends in schools. He regularly visits classrooms and frequently provides lessons in the K-12 setting.

Margaret M. Lucero, Ph.D. currently serves as an Assistant Professor of Education at Santa Clara University. She received her Bachelor's and Master's degrees in Biology from the University of Texas at El Paso and taught at a high-minority public high school in El Paso, Texas. While obtaining her doctorate from the University of Texas at Austin, she worked with the nationally-

recognized UTeach secondary teacher education program and Texas Regional Collaborative for professional development at the Center for STEM Education. Her research focuses on science teachers' knowledge and awareness of students' alternative conceptions and how this knowledge informs teaching practice, particularly within the context of teaching evolution and natural selection. She has extended her work to investigate how first-generation STEM undergraduates participate in scientific argumentation practices. She has published and presented research findings at a variety of national and international venues, including the *Journal of Research in Science Teaching, International Journal of Science and Mathematics Education,* the American Educational Research Association, and the National Association for Research in Science Teaching.

Bruce A. Ostertag, Ed.D. is an Emeritus Professor in special education in the area of learning disabilities. He is enjoying his retirement but was kind enough to do the Foreward for the new edition. Most of what he said previously for the third edition applies still for this new edition.

Hyun-Sook Park, Ph.D. is Professor of Special Education in the Connie L. Lurie College of Education at San Jose State University in California. Her areas of expertise and research interest have been the social development of students with disabilities, transition, multicultural special education, and research methods. She has widely published, including books, book chapters, peer-reviewed journal articles, and monographs in these areas. She has received many federal grants and has been co-project director and principal investigator of several grants from the U.S. Department of Education in the area of social relationships of students with disabilities. She was one of the editors of Research and Practice for Persons with Severe Disabilities, formerly JASH, and has been serving on the editorial boards for several major journals.

Jenna Porter, Ph.D. is an Associate Professor in the College of Education at California State University, Sacramento and teaches science and pedagogy courses. She is also a professional learning provider for the region and serves as the Director of the Math and Science Teacher Initiative (MSTI) at Sacramento State. Her scholarly activities focus on promoting educational equity and inclusive practices in science classrooms.

DEDICATION

I dedicate this book to **Dr. Kenneth Wiesner, M.D.** Dr. Wiesner is my medical doctor who has been my doctor for many years. He has kept me well so that I can do all that I need to do in my teaching and writing. I am able to enjoy a good quality of life because of his keen sense of observation and excellent medical care that he has given me for many years. I am always in awe of his dedication. He is in his office seeing patients from early morning until late in the afternoon/evening. He sees patients seven days a week. He has this amazing sense of diagnosis of medical issues and his keen sense of observation helps him pinpoint exactly what is taking place with his many, many patients who come from near and from a distance to see him due to their special medical concerns and illnesses. When I am in the waiting room I see some patients leave the office walking with assistance with their walkers and they are eternally grateful to Dr. Wiesner because they are able to have some mobility. I see other patients who come in with pain and they leave with information and prescriptions to help them with their different health issues. When I am in the waiting room I hear patients say how they love Dr. Wiesner because of his dedication to each of them and the dedication he has for all of his many patients. No patient is left without his gentle and kind attention to each of his/her medical issues and concerns. I have been so blessed to have had Dr. Wiesner as my medical doctor for so many years. He is never too busy or too involved with any one issue to not give each patient his most and undivided attention. May the angels keep Dr. Wiesner well and may he receive all the many blessings he deserves for his knowledge, wisdom, kindness, and dedication to medicine and his many patients.

I dedicate this book to the many immigrant people and children who are having such a difficult time in their countries and are trying to find a home in the United States but are having such a difficult time making their way to our country. I am saddened seeing how the Latino families are treated as they have tried to make their way to this country. I am also saddened by the way the immigrant families and children are treated when they are separated from their mothers and fathers and the children are placed in cages. Their tears

and fears will serve as an echo and reminder to me and others that the Statue of Liberty reminds us that everyone is welcome to our country, yet these immigrant children and their families are not welcome by our President and others in his administration and our country.

I also dedicate this book to **Dr. Rachael Gonzáles**, **Dr. Hyun-Sook Park**, **Dr. Michael Lewis**, and **Dr. Bruce Ostertag**. I could not ask for more wonderful friends than each of you. You are each supportive and most kind. I have learned so much from each of you through the years. I am blessed to have each of you as friends.

E.D.

FOREWORD

Once again, Professor Elva Durán has made an invaluable contribution to the betterment of children's learning with this newly revised text, *Teaching English Learners in Inclusive Classrooms.* In her continuing efforts to speak of this topic, Dr. Durán's text updates and expands upon issues of great concern to those working with students who are English learners as well as having special learning challenges. Given the unacceptable school dropout rates of these students, this book provides practical tools and strategies for educators to approach the unique learning needs of these students.

The text draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education, language and literacy, and special needs. Additionally, Dr. Durán draws upon her extensive experiences via classroom teaching, university-level instruction, and textbook writing in these fields to present a highly useful compendium of ideas. Further, Dr. Durán has also coauthored several curriculum programs: *Leamos Español, Access Newcomer and Access English, Social Studies, Math, and Science* for middle school students. She has also authored *Systematic Instruction in Reading for Spanish-Speaking Students.* The revised edition of *Teaching English Learners in Inclusive Classrooms* also utilizes many of the functional strategies formulated in these unique curriculum programs.

The range of chapters exemplifies the width and breadth of this material. A sampling of these chapters include topics such as functional language, teaching students with more extensive needs, working with cross-cultural and linguistic diverse students in the United States and Central America, helping students with autism and includes information in the area of transition for mild/moderate and students with more extensive needs. There is also information as before on literacy and a chapter in the content subjects as it relates to social studies as well as a chapter on families of cross-cultural students. Many of the chapters look to use of direct instruction approaches that have proven to be successful strategies in addressing these educational areas.

In short, teachers and teacher trainers will find this clear, well-written text to be an invaluable resource in addressing the needs of myriad and unique students.

BRUCE A. OSTERTAG

PREFACE

This revised edition has some of the same chapters as the previous edition, for example, literacy instruction, functional language, teaching the adolescent with autism, culturally and linguistically diverse families, social studies content instruction, transition, and strategies for English learners. All of these chapters have been updated and revised.

Some of the newer information includes cross-cultural information and information related to Central America and new information in the area of inclusion related to universal design for learning and multitiered systems of support and assessment information that has all been updated.

There is no other text to the knowledge of this author that covers so many areas in special education and general education as this text includes in its pages.

All of the coauthors bring their direct experience as they have written their chapters. Dr. Loeza, for example, has spent a considerable amount of time in Central America helping the people there to learn updated information on how best to educate their children in such poverty stricken areas. Dr. Gonzáles works with families who are cross-cultural to help bring information on how to help their children receive a free and appropriate education for their children. Dr. Durán has spent a considerable amount of time when teaching in El Paso, Texas, with children and adolescents with autism. There she directed a program as part of the university to help families and their children get much needed help in literacy, functional language, and other strategies to help their children and young adults find meaningful employment and learn meaningful information in their schools. Dr. Park has worked as a teacher in South Korea and in the mainland to work closely with children and young adults who have more extensive learning needs. Dr. Cho teaches a course that is directly related to content instruction and specifically in the area of social studies. Dr. Collado has organized all of the latest literature information and research on universal design for learning and multitiered systems of support for a recent Commission on Teacher Credentialing review. This is now in the revised chapter on Inclusion that she has written.

I am proud to say all of the coauthors have not only written their literature reviews pertaining to their chapters but have each added their own experiences to their chapters to make each chapter come to life and have added much information to help the reader learn information that relates to each topic.

E.D.

INTRODUCTION

LOU BROWN

For many years I have been informed and inspired by passionate and sustained commitments of Elva Durán to children whose first language was not an American version of English. Several years ago I agreed to write an introduction to a book she was planning. In January, 2003 I retired from the School of Education at the University of Wisconsin. Subsequently, I was consumed by three projects. First, several students and colleagues had been asking me to write some of the stories I often tell in lectures and presentations. I did (Brown, 2005a). Second, with the assistance of Professors Leonard Burrello and Pat Rogan of the University of Indiana, I recorded many of the stories and related information on three videodiscs (Brown, 2005b). Third, my Madison colleagues Kim Kessler and Betsy Shiraga of Community Work Services, Inc. and I produced a report of fifty individuals with significant intellectual and other disabilities who functioned in integrated work settings from four to twenty-four years after exiting public schools (Brown, Shiraga, & Kessler, 2006).

In October, 2005 Elva requested the promised introduction. I could not think of much to write that was not presented in the documents and video discs. Thus, I took editorial license in the form of copying elements of them for inclusion here. I am not sure this is proper. Indeed, some would probably say I plagiarized myself. Nevertheless, I think the elements are directly relevant to the plight of children whose second language is a U.S. version of English, who are not thriving in school and who are unlikely to be successful matriculants at community colleges, vocational/technical schools and universities.

Some who survive the birth process this year will be more disabled than any who did so before. Individuals with disabilities who enter and exit schools now are outliving their parents. As they age, many are presenting more longitudinal, complicated and expensive difficulties than chronological age peers.

When George W. Bush became President, he established an advisory group to address the issue of excellence in special education. In 2001, after

over one year of comprehensive study, his group reported that approximately 70 percent of all persons with disabilities in the United States between the ages of eighteen and sixty-four were unemployed or grossly underemployed. Subsequently, his committee for people with intellectual disabilities reported that 90 percent of the approximately nine million adults in the United States so labeled were unemployed (PCID, 2004). A task force established by the governor of Florida reported that approximately 85 percent of all adult Floridians considered to have developmental disabilities and/or cerebral palsy were unemployed (Salomone & Garcia, 2004). Historically, individuals with disabilities whose first verbal language was not English have been represented in special education programs. It is quite likely that they are also over represented in unemployment statistics.

Some adults with disabilities have functioned productively in integrated work settings for centuries and each year increasing numbers do so in more communities around the world. Nevertheless, the post-school outcomes realized by the vast majority are tragically unacceptable and wasteful of hopes, dreams, lives and increasingly scarce tax dollars. Far too many exit school and are unnecessarily confined to segregated workshops, activity centers, enclaves or mobile work crews or stay at home all day with family members and/or others who are paid to be with them.

HOW TO KEEP UNEMPLOYMENT RATES HIGH

There are casual relationships between the nature of the special education and related services provided and the post-vocational failures of citizens with disabilities. If we wanted to maintain or increase these post-school failure rates, some of the actions we should continue are listed below.

- Maintain the myopic and dysfunctional views that diplomas and standardized academic achievement test scores are meaningful educational outcomes.
- Reduce curricular options to only academic courses that emphasize complex, abstract, grade level and verbally laden content.
- Arrange for increasing numbers of students to receive special education and related services.
- Confine students with disabilities to special education schools and classes or place them in incomprehensible regular education classes glued to paraprofessionals.
- Provide instruction only on school grounds.
- Minimize parent involvement in school policies and practices.

- Transport students to schools that are far away from their homes in special vehicles.
- Hire many teachers with emergency credentials.
- Teach to developmental rather than chronological age.
- Do away with social promotion.
- Make it legal to quit school at age ten.
- Establish special schools for those who do not pass high school entrance tests. Keep them there until they either pass them or drop out. Almost all will drop out soon.
- Resist all changes in service delivery models, inservice and preservice training programs, funding priorities, curriculum development strategies and collaboration between special and regular educators.
- Refuse to perform any action that is not clearly required by the management labor contract. Indeed, demand overtime pay for each minute past the times specified in the contract.

If you are alive and function with disabilities, you must be somewhere. Where should you be? You must be with someone. Who should you be with? You must be doing something. What should you be doing? You should be in respected environments with individuals without disabilities doing what they do because an integrated life is inherently better than one that is segregated. We must do all that is reasonable to prevent anyone from experiencing a life that is segregated, nonproductive, sterile, unnecessarily dependant and costly. Conversely, we must do what is reasonable to prepare and arrange for all citizens to live, work and play enjoyably and productively in a safe, stimulating and diverse integrated society.

Vocational preparation refers to a student with disabilities being provided the actual experiences, skills, work ethics, attitudes, values and other phenomena needed to perform real work in integrated nonschool settings and activities in accordance with the minimally acceptable standards of employers for at least minimum wages and employer provided benefits at the point of exit from school. If a student with disabilities is likely to realize this standard by experiencing traditional service delivery models, curricula and instructional practices, use them. However, if the manifested progress of a student is not likely to result in realizing the "real work in the real world at the point of school exit" standard, alternative and supplementary experiences must be provided.

Authentic assessment refers to school personnel putting a student in real life settings and activities and determining meaningful discrepancies between his/her expressed repertoire and the actual requirements of minimally acceptable functioning. Authentic instruction refers to teaching that which is actually needed to participate meaningfully in important real life settings and

activities. Authentic assessment and instruction are extremely valuable for persons with significant learning disabilities for several reasons. First, instruction in real life settings and activities minimizes reliance upon generalization, transfer of training skills that cannot be depended upon with reasonable confidence and safety. Second, valuable resources are dispensed only on teaching that which is actually needed for minimally acceptably functioning in important real life settings and activities. Third, the actual materials, performance criteria, distractions, etc. experienced in the real world are accounted for in the instructional process.

HOW TO INCREASE EMPLOYMENT RATES

What can we do to prepare more students with disabilities to function effectively in the real world of work at the point of school exit? Individualized school exit portfolios are offered as reasonable alternatives and/or supplements to diplomas, grades, Carnegie units, courses, credits and/or scores on academic achievement tests. What should be in a school exit portfolio?

- Video records of at least four successful experiences in real jobs.
- Employer testimonials of competence.
- Verification that the student is working at least twenty hours per week in a job that pays at least minimum wage and offers employer provided benefits at school exit.
- Evidence that the student and his/her family are connected to the persons and agencies that will provide support after school exit.
- Evidence of good work ethics, reliability, timeliness and respect for the property rights of others.
- Evidence of reasonable physical status and appearance.
- Reasonable functional money and tool use repertoires.
- Meaningful reading, math and communication skills.
- Minimally acceptable social and leisure competencies.
- Appropriate travel, lunch and break time skills.
- Clear descriptions of individual learning and performance characteristics.
- Valid knowledge of successful accommodations to disability manifestations.

If existing service delivery models are not resulting in preferred and realizable outcomes, what are the alternatives? Three of many are presented below.

Restructuring High Schools

Restructuring high schools refers to making changes in existing service delivery models, curriculum development strategies, personnel preparation programs and resource priorities so that students with disabilities can be provided with the preparatory experiences necessary to function effectively in real jobs that pay at least minimum wages and include employer provided benefits at school exit. Some, but clearly not all, of the changes necessary to realize this important outcome follow. When a student enters high school, authentic vocational and related assessment and instruction should begin. During the first year, one half day per week should be devoted to learning to function in real nonschool vocational and related settings and activities. Subsequently, the amounts of time spent learning to function efficiently in individually appropriate nonschool vocational and related settings and activities should be increased. If a student is enrolled in school after age eighteen, all instruction should be provided in integrated, respected and individually appropriate nonschool settings and activities. In short, integrated school should be faded out and integrated community should be faded in.

When students are not receiving authentic vocational and related instruction, they should be provided individually appropriate experiences in regular education classes. If individually appropriate educational experiences in integrated classes cannot be generated, the amounts of time spent in important nonschool settings and activities should be increased. Special education classes, resource rooms and other segregated settings should be avoided if humanly possible, so should arranging for a paraprofessional to sit with a student in math, science, history, and literature classes when the curricula are absurdly complex, incomprehensible and not meaningfully related to acceptable post school functioning.

Students with disabilities should be given the opportunities and assistance needed to function in a wide array of individually appropriate and integrated school sponsored extracurricular activities. If private therapy is individually appropriate, so be it. Whenever reasonable, which is in most instances, speech, language, physical, occupational and other therapies should be provided in integrated environments and activities.

The Buyout Option

Assume school personnel will not provide authentic instruction in individually meaningful nonschool contexts because they cannot figure out how to reallocate personnel so as to provide reasonable coverage; it is too expensive; insurance rates might increase; teachers, therapists, paraprofessionals and other instructional personnel do not want to leave school grounds during school times because it is too cold or too hot out; professionals who spend

one hundred and eighty minutes per day commuting to and from work in heavy traffic need to rest during school hours; if teachers cannot get back to the school in the contracted time, taxpayers must pay time and a half for overtime; school personnel cannot manage the students in nonschool settings; or teachers are too old for that or were not trained to do it. In short, assume students with disabilities are in need of authentic assessment and instruction, but cannot receive it from school professionals. In such instances, school officials can purchase the needed services from private vendors with school administered tax dollars. That is, they can exercise the "Buyout Option" (Owens Johnson et al., 2002).

The Finishing School

Assume school administrators will not allow the provision of individually appropriate instructional services in integrated and respected nonschool settings and activities by school personnel during school days and times and/or that teachers cannot or will not provide it. Assume further that students with disabilities are unemployed when they graduate with diploma, drop out or otherwise exit school. Is it too late? No. Is there no feasible option? Yes, the finishing school. The finishing school is essentially the offering of a second chance to learn that which should have been taught during the first passage through school. Thus, in a finishing school a student will learn the actual skills needed to be successful at a particular job; to get to and from work; to manage money earned; to act appropriately in public places; to maintain reasonable health; to manifest reasonable work ethics and to learn from compassionate feedback. The finishing school transcends language, racism, social promotion, sexism, tracking, dead end jobs, academic achievement test scores, exit tests and the other reasons authentic vocational assessment and instruction were not provided during the first tour through school. The objectives and instructional strategies are clear: To teach that which is actually necessary for an individual to become a productive member of society. Failure, unemployment, involvement in criminal justice systems and producing children that cannot be supported are not in the curriculum and are not acceptable outcomes. This, of course begs the question, "If these are the right things to do the second time, why did we not do them the first time."

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CONTENTS

TEACHING ENGLISH LEARNERS IN INCLUSIVE CLASSROOMS

Chapter 1

INCLUSIVE MINDSETS, PRACTICES, AND CLASSROOMS FOR DIVERSE STUDENTS WITH DISABILITIES

CINDY L. COLLADO

The United States has entered a "race-ethnic transformational period" whereby classrooms are more diverse than ever with regard to race, culture, gender, ability, sexuality, and language (Hernandez, Denton, & Blanchard, 2011). The intersection of these identities is now the norm in our American classrooms where students may come from multiple cultures, identify with more than one race, speak different languages, possess varied strengths, and identify with one or more disabilities. Often when educators speak in terms of diversity, they are referring only to cultural or racial diversity, while ignoring other types of diversity such as ability, gender, sexual orientation, and language. To do so is to see students and their families as one-dimensional. The intersection of language and ability differences is ever prevalent as the percentage of English Learners (ELs) in the United States has increased dramatically to 9.6 percent of the student population in 2016 especially in western states like California (20.2% of the student population), Texas (17.2%), and Nevada (15.9%). Of these elementary and high school students identified as ELs, 14.2 percent of them, or about 700,900, were also students with a disability receiving special education services through the Individuals with Disabilities Education Act (IDEA, 2004) (McFarland, Hussar, Zhang, Wang, Wang, Hein, Diliberti et al., 2019).

No longer can teachers accept a homogenous classroom as the norm or believe that what we once called "average" students are the only ones who have the right to be taught in general education classrooms. Teachers no longer educate in isolated classrooms like they once did. Teaching is now a collaborative and political endeavor as educators work together to realize how historical inequities, environmental structures, institutional systems, and cur-

ricular decisions impact their diverse students (Liasidou, 2013; Klingner, Artiles, Kozleski, Harry, Zion, Tate, Durán, & Riley, 2005). They are advocates for their students inside and outside the classroom. Schools that support such diverse student bodies create Multi-Tiered Systems of Support (MTSS) that create a foundation of best practices for diverse students upon which increasingly more intense supports and interventions can be provided. It may come as no surprise that both general and special education teachers who feel more confident in their abilities to support such multidimensional students in fact provide more effective supports and interventions (Paneque & Barbetta, 2006). Thus, this chapter aims to lay the foundation for inclusive education for a diverse student population. It begins with a brief review of the relevant history for ELs with disabilities and looks ahead to how teachers can create equitable and inclusive learning environments for our more diverse student body, and thus develop confidence in their abilities along the way.

LEGAL HISTORY FOR STUDENTS WITH DISABILITIES

"Inclusion is a Right, Not a Privilege for a Select Few." (*Oberti v. Board of Education of Borough of Clementon School District, 1993*)

Individuals with disabilities in the United States have a long history of exclusion and segregation. Even when education was made compulsory by law in various states during the late 1800s, exclusion of students with disabilities was the norm. At the time, schools believed individuals with disabilities did not benefit from public education, were a nuisance to other children, and took up too much of the teacher's time (Yell, 2019). In the early 1900s, special schools were opened as it was believed students with disabilities benefited from the smaller class sizes and homogenous skills across students because the teachers could provide more individualized instruction and the students were less stressed (Yell, 2019). Amazingly, these beliefs about individuals with disabilities have remained largely unchanged (Coates, 1989; Kavale & Forness, 2000; Sauer & Jorgensen, 2016) and seemingly set the tone for a history of exclusion and segregation. It was not too long ago that children and youth with disabilities were institutionalized, turned away from public schools, or imprisoned (Gardner, 2006; Pelka, 2012). Fighting against the treatment of their children and youth with disabilities, parents and advocacy groups led the way at the local level and in the courts to increase access for their children to a public education even when society viewed them as "feeble-minded" in need of control and isolation (Boroson, 2017; Pelka, 2012; Yell, 2019). Court case after court case in the early 1900s documented their fight against their children's exclusion from public schools even as special schools were created.

Beginning in the 1940s growing unrest in the country amongst various groups of marginalized people led to the civil rights movement. We can trace much of the change for students with disabilities back to the influential 1954 *Brown v. the Board of Education of Topeka* United States Supreme Court's unanimous decision that the separate education of black students violated the "equal protection clause" of the 14th Amendment to the U.S. Constitution. In the majority opinion, Chief Justice Warren wrote:

> To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone. . . . We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. [*Brown v. Board of Education,* 347 U.S. 483 (1954)]

What followed were further parent advocacy efforts, court rulings, and laws that addressed the rights of other disenfranchised groups of students including those with disabilities and English Learners. A series of class-action lawsuits brought to the Supreme Court in the early 1970s ruled similarly in favor of children and youth with disabilities to increase equal access to public education through a free and appropriate public education and due process procedures for parents and schools in the event of disagreements (*Mills v. Board of Education,* 1972; *Pennsylvania Association for Retarded Citizens [PARC] v. Commonwealth of Pennsylvania,* 1972).

In two critical cases addressing the misidentification of English Learners for special education services, resulting consent decrees mandated appropriate and nondiscriminatory assessment of students who do not speak English by requiring assessments be conducted in their home language (*Diana v. State Board of Education,* 1970) or through nonverbal assessment tools (*Guadalupe Organization v. Tempe Elementary School District No. 3,* 1972). Civil rights laws were also seminal in leading the way for protections of students with disabilities. For example, Section 504 of the Rehabilitation Act of 1973 made it illegal for any federally funded entity to discriminate against individuals with disabilities. To this day, school Student Study/Success Teams (SSTs) develop 504 Plans for individuals with identified disabilities who solely need accommodations to access learning in a public school environment.

Further supreme court cases and related laws requiring more protections for students with disabilities (e.g., Title VI of the Elementary and Secondary Education Act of 1965 and The Education of the Handicapped Act of 1970) ultimately shaped the first federally funded law for students with disabilities, Public Law 94-142, the Education for All Handicapped Children Act of 1975 (EAHCA). Later, the EAHCA was renamed the Individuals with Disabilities

Education Act (IDEA, 1990) and the Individuals with Disabilities Education Improvement Act (IDEA, 2004). Multiple reauthorizations of the law (1986, 1990, 1997, and 2004) have increased the services to students from birth to 21 years across 13 disability categories including an additional label of developmental delay, to families raising infants and toddlers with disabilities, and to transition programs as students leave the public education system. Throughout the reauthorizations, high learning expectations for students with disabilities has remained a long-term goal. However, the focus of advocacy efforts has shifted over the years (Yell, 2019). Initially, laws and court cases in the 1970s and 1980s mandated access to public education through Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). To this day, IDEA requires schools provide a continuum of placements for students with disabilities including "regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions" and "make provision for supplementary services provided in conjunction with regular class placement" (§300.115, IDEA, 2004). This mainstreaming initiative offered the general education classroom as an option, with many students with disabilities ultimately pulled out and placed in separate classrooms to receive more specialized services.

The inclusive schools and Regular Education Initiative (REI) movements of the 1980s questioned the legitimacy of separate educational programs for students with disabilities (Gardner, 2006). However, even within these movements, passionate debates amongst special education researchers and educators ensued. On one side, supporters of the REI movement focused efforts to breakdown systemic barriers to including students with mild to moderate disabilities in regular education classrooms. On the other side of the debate, critics of the REI movement, representing The Association of the Severely Handicapped (TASH) criticized IDEA's original mainstreaming model and the REI focus on students with mild disabilities to the exclusion of students with more significant support needs (Kavale & Forness, 2000). Thus, the inclusion movement began with a wide-sweeping debate on the legitimacy of the Least Restrictive Environment (LRE) mandate on the basis that the availability of a continuum of alternative placements actually reinforced placement of students in separate classrooms (Kavale & Forness, 2000; Kunc, 2000; Skrtic, Sailor, & Gee, 1996). Kavale and Forness called for greater empirical evidence of the positive impact of inclusive education as a major driving force for future educational reform efforts.

In the early 2000s, the No Child Left Behind Act (NCLB, 2002) alongside the most recent reauthorization of IDEA in 2004 established accountability measures and more proactive approaches to preventing misidentification of students for special education. High stakes testing focused attention on ensuring states were being held accountable for all groups of students, including