

Giangreco, M.F., & Doyle, MB. (2000). Curricular an



because of their disability labels, the roles of all professional staff who work in schools with students who have disabilities are evolving. Nowhere is this more evident or more important than when considering the role of the general education teacher.

Several myths surrounding the needs of students with disabilities have been used to perpetuate the status quo. Over time, what Ms. Brown came to realize was that she had unwittingly bought into some of the historical myths of special education. Some of these myths are:

1. General education teachers are not capable of teaching students with disabilities.
2. Only special education teachers know the specialized approaches that are effective for teaching students with disabilities.
3. Specialized instru

need to be applied differently, adapted, or used more systematically for some students.

3. Just as many instructional approaches used by special educators are effective when used with students without disabilities, many instructional approaches that are effective within general education can also be effective for students who have special educational needs.
4. When general education teachers expand their skills to address the diversity presented by their students with disabilities, they often learn skills that improve their teaching for all students.
5. Special education, namely, specially and individually designed instruction, is a service, nolz 0 Tr 12 0 0 12 3jETQq12 12.3.04 Tm(n)Tj129Tj12 0 0 12 '

premise that they will function primarily as a "host" rather than as the teacher for the student with disabilities. In this "foot in the door" approach, general educators often are promised that special educators and others (e.g., paraprofessionals and related services providers) will attend to the educational needs of the student with disabilities. Additionally, many teachers are given the message that they have the option to accept or reject the student with disabilities in their class. Both premises, "hosting" and "the option to accept or reject," have conceptual, ethical, and legal flaws (Giangreco, 1996a; Giangreco, Dennis, Cloninger, Edelman & Schattman, 1993; Laski, 1991). In fact, the attitudes, decisions, and actions of general education teachers are critical factors in determining the success of a student with a disability in a general education class (Giangreco et al, 1993; Giangreco, Edelman & Nelson, 1998). The general education teacher may be the single most important school staff member in determining the success of a student with disabilities in the general education classroom.

Some people have suggested that

that sentiment is the inference that the needs of "regular" students come first.

Almost every classroom has students without disability labels who sometimes need extra "emotional energy and attention" from their teachers for any host of reasons (e.g., impact of divorce, child abuse, challenging temperament, issues of normal adolescent development). The same holds for students considered "gifted." Someone could say, "Aren't those gifted students an emotional drain on the teachers because they require specialized planning to be sufficiently challenged and therefore they take teacher time and attention away from the majority of the class who are all at a similar level?" As teachers, we have to be prepared to offer differential amounts and types of emotional energy

to understand and implement, but is possible given support from a collaborative team (see chapter 4). This collaborative team comprises core members who spend time with the student daily, such as the teacher, parent, special educator, and paraprofessional, as well as the student, when appropriate. Extended mem

**What Does a Quality Curriculum  
for a Student With Disabilities in a General  
Education Classroom Look Like?**

When considering educational curriculum content for students *with*



ties for students with disabilities based on our own preconceived notions. Because of this, few students with severe disabilities have had access to general education classrooms or curriculum until recently. As a student progresses through school, the emphasis placed on various curricular options can be adjusted based on actual experiences and evaluative data rather than on speculation based on disability labels or stereotypes.

### **How Should the Content of the Curriculum Be Determined?**

Historically, determining curricular content has been the sole province of school professionals. This, too, has changed significantly. Increasingly, parents are involved in selecting priority curricular content for their children using any number of available approaches, such as MAPs (Making Action Plans), PATH (Planning Alternative Tomorrows with Hope; Pearpoint, Forest, & O'Brien, 1996), COACH (Choosing Outcomes and Accommodations for Children; Giangreco, Cloninger, & Iverson, 1998), and Personal Futures Planning (Mount, 1994). Such active solicitation of parent input can have a positive impact on relationships between families and professionals. Parental selection of priorities does not infer that professionals are nonessential, but rather that their curricular role has evolved from telling parents what is best for their child to assisting families in

d





French. The team viewed his participation in French class as providing him with opportunities to pursue learning outcomes that had been identified as important in his English class, such as listening, speaking, reading, writing, and spelling. For example, his spelling words from English class could be duplicated in French and he could practice reading and writing both sets, using them in sentences, and reading them orally.

Curriculum overlapping occurs when learning outcomes from two or more curriculum areas overlap within the same activity. Opportunities for both curriculum overlapping and multilevel curri

- Does the student's schedule follow the class routine as much as possible?
- Are learning outcomes and general supports addressed at the most naturally occurring times?
- Does the student have the same opportunities for breaks as students without disabilities, so he or she has time to just be a kid?

Answers to these and other questions that arise as a result of scheduling may lead your team to rethink the range of learning outcomes in the student's program as well as how to adapt instruction. A completed student schedule provides increased



TABLE 3.1. *Methods to Augment Typical Classroom Instruction*

<i>Task analysis</i>	Task analysis involves taking a skill and breaking it down into its component parts to facilitate learning. Sometimes these are fairly large chunks of behavior, At other times they are very small. Each step in a task analysis has a bu
----------------------	--

*Prompts, cues,  
and fading*

Prompts and cues include approaches such as full physical guidance, partial physical guidance, modeling, verbal directions, questions, reminders, encouragement, and visual clues. Prompts and cues can be provided prior to or following student responses. Prompts and cues should fade as quickly as possible. Using dotted letters in handwriting instruction is an example of a cue that  
e



the student uses a skill, how quickly the student accomplishes a task, the student's work quality, the amount of time (duration) a student's attention can be sustained, and the number of steps in a series (i.e., from a task analysis) the student can successfully complete. Ultimately, such information can indicate the student's growth over time and whether t

Doyle, M. B. (1995). *A qualitative inquiry into the roles and responsibilities of paraeducators who support students with severe disabilities in inclusive classrooms*. Unpublished doctoral dissertation, University of Minnesota, Minneapolis.

Giangreco, M. F. (1997). *Quick-guides to inclusion: Ideas for educating students with disabilities*. Baltimore: Paul H. Brookes.

Giangreco, M. F. (1996a). Extending the "comfort zone" to include every child. *Journal of Early Intervention*, 20, 206-208.

Giangreco, M. F. (1996b). *Vermont interdependent state model approach: A guide to coordinating educational support services*. ~~2017-03-10 16:16:16 m66251.Tj4u7~~

