Including Students with Deaf-Blindness in General Education Classes

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abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary accommodations and supports.

4. Shared educational experiences take place in settings, such as general education classrooms and work sites in the community, that are frequented predominantly by people without disabilities.

5. Educational experiences are designed to enhance individually determined valued life outcomes for students and therefore seek to maintain an individualized balance between the academic-functional and the social-

had a classmate with deaf-blindness.

The teachers acknowledged that they needed support from others (including parents, special educators, teacher assistants, and related service providers) and judged the usefulness of the support based on how it was provided. They viewed support that they considered disruptive to the class routine, stigmatizing for the students, or unnecessarily specialized unfavorably. They also identified alternatives that reflected the types of support they appreciated receiving, including being part of a team that worked together to achieve shared goals and ongoing moral and technical support.

Educational programs and services

6. Inclusive education exists when each of the

DESIGN OF EDUCATIONAL PROGRAMS

Educational teams use Choosing Options and

attended general education classes either full . . . team process that is based on making consensus

Curriculum overlapping occurs when students pursue individually appropriate learning outcomes at various levels across different curricular areas (such as science and social skills) during the same activity. For example, in a science class, lab groups consisting of four students each are assembling a model of the human heart. The outcomes for three of the students are to learn the names and functions of various parts of the heart, whereas the outcome for the student with deaf-blindness is to learn social skills, such as taking turns, sharing materials, and interacting appropriately with classmates.

Once team members can conceptualize how

rooms (Giangreco, Cloninger, Dennis, & Edelman, 1994).

Future directions

Approaches to educational planning and implementation provide a starting point for expanding the opportunities available to people with deaf-blindness to gain access to and experience environments and activities that have long been available to people without disabilities. As educational opportunities increase, we propose the following directions for the future:
- Special educators and related service providers need training to apply their spe-

and learning to accommodate a wide range of students' needs, the logical next question is to ask, "How do we come up with these ideas?"

general education personnel will find supportive.
- Preparation programs for general education

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