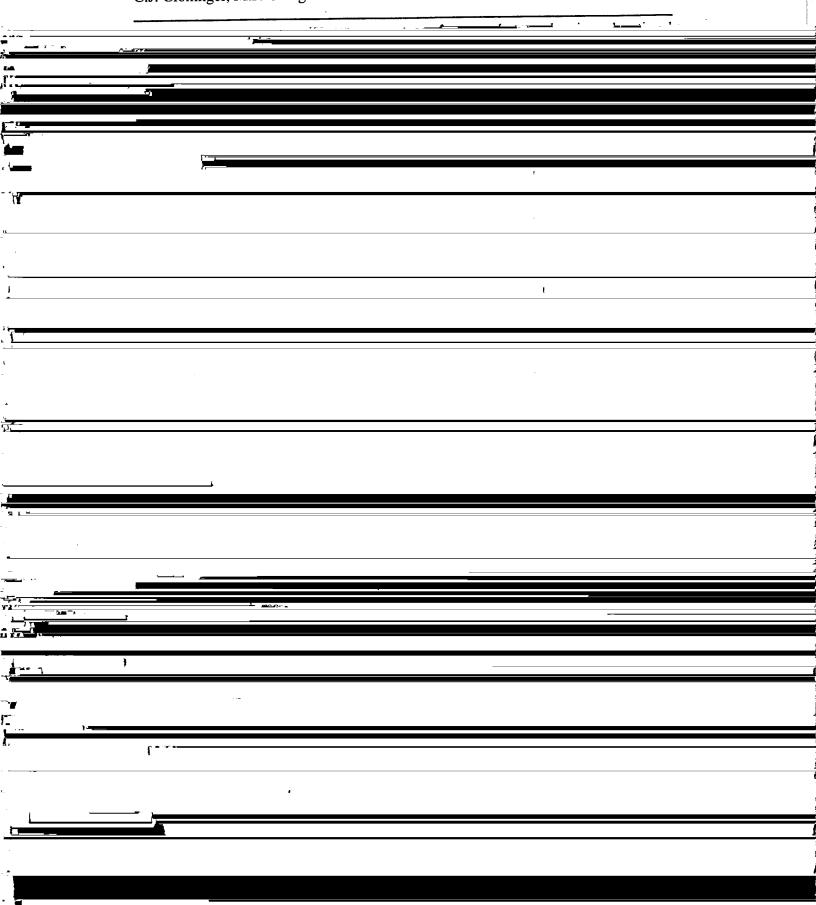
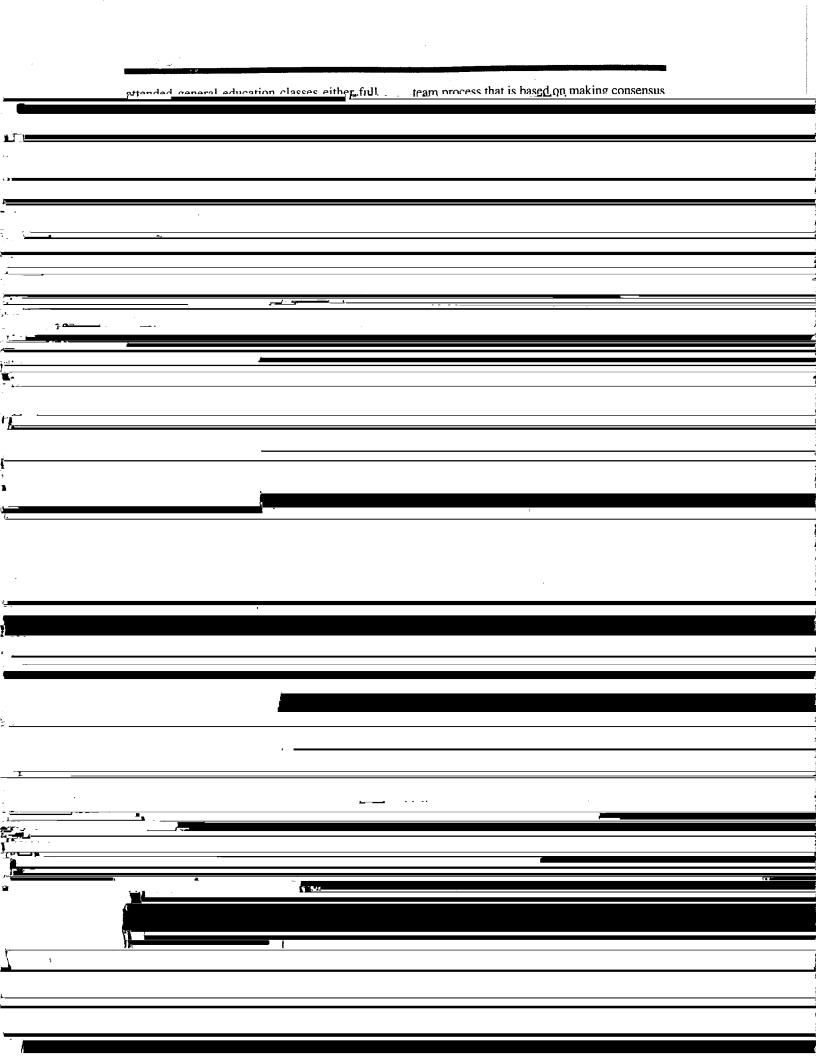
## Including Students with Deaf-Blindness in General Education Classes

C.J. Cloninger, M.F. Giangreco



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	3 Students with various characteristics and	1993) that surveyed parents of children who	
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	abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary accommodations and supports.	had a classmate with deaf-blindness.  The teachers acknowledged that they needed support from others (including parents, special educators, teacher assistants, and related service	
	Shared educational experiences take place	providers) and judged the usefulness of the	
	in settings, such as general education class-	support based on how it was provided. They viewed support that they considered disruptive	
	rooms and work sites in the community, that are frequented predominantly by peo-	to the class routine, stigmatizing for the stu-	
	ple without disabilities.	dents, or unnecessarily specialized unfavorably.  They also identified alternatives that reflected	
	5. Educational experiences are designed to	the types of support they appreciated receiving,	
	enhance individually determined valued life outcomes for students and therefore seek to	including being part of a team that worked together to achieve shared goals and ongoing	
	maintain an individualized balance between	moral and technical support.	
	the academic-functional and the social-	Educational programs and services	
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	6. Inclusive education exists when each of the	DESIGN OF EDUCATIONAL PROGRAMS	
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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 concentualize 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-

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· -	students' needs, the logical next question is to	general education personnel will find sup- portive.  Preparation programs for general education	

Carr (Eds.), Value-based service for young adults with deaf-blindness (pp. 33-40). Sands Point, NY: Giangreco, M.F., Dennis, R., Edelman, S., & Cloninger, C. (1994). Dressing your IEPs for the Helen Keller National Center for Deaf-Rlind general education climate. Analysis of IEP goals Collicott, J. (1991). Implementing multi-level inabilities. Remedial and Special Education, 15, struction: Strategies for classroom teachers. In G. Porter & D. Pichler (Eds.) Changing Canadian 288-296. Giangraca M.E. Edalman C. Cloninger C. &