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## Problem-Solving Methods to Facilitate Inclusive Education

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W ...  
W ... (E ... , 1979, .29)

**Table 8.1.** Basic components of inclusion

Inclusion is in place when each of the effective conditions occur on an ongoing, daily basis:

1. Heterogeneous grouping: All identified students are in groups in which the members of the group have individual abilities appropriate to the population. The members have demonstrated competence in the physical, social, emotional, and intellectual presence of nonhandicapped

## Problem-Solving Methods

The following table shows the results of the experiment. The first column is the number of trials, the second column is the number of correct responses, and the third column is the percentage of correct responses.

Trial	Correct Responses	Percentage
1	8	17.8
2	8	17.8
3	8	17.8
4	8	17.8
5	8	17.8
6	8	17.8
7	8	17.8
8	8	17.8
9	8	17.8
10	8	17.8

Table 1. Results of the experiment. The first column is the number of trials, the second column is the number of correct responses, and the third column is the percentage of correct responses.

The following table shows the results of the experiment. The first column is the number of trials, the second column is the number of correct responses, and the third column is the percentage of correct responses.

Trial	Correct Responses	Percentage
1	5	11.1
2	5	11.1
3	5	11.1
4	5	11.1
5	5	11.1
6	5	11.1
7	5	11.1
8	5	11.1
9	5	11.1
10	5	11.1



1. 1980年12月25日，中共中央、国务院发出《关于实行科学工作者奖金制度的决定》，这是我国历史上第一次在全国范围内实行的科学工作者奖金制度。该决定规定，凡在科学研究工作中取得重大成果，对国民经济建设有重大贡献的科学技术人员，可以发给奖金。奖金的数额根据成果的重大程度和个人的贡献大小而定，最高可达本人当年工资的百分之五十。

2. 1985年3月，中共中央、国务院发出《关于科学技术人员奖金制度的规定》，进一步明确了奖金制度的实施范围和标准。规定指出，奖金制度适用于在科学技术工作中做出突出贡献的科技人员，奖金的发放应坚持实事求是、按劳分配的原则。

3. 1985年5月，中共中央、国务院发出《关于科学技术奖励条例》，这是我国第一部专门针对科学技术奖励的行政法规。该条例规定了国家科学技术奖励制度的基本原则、奖励种类、奖励程序等。其中，国家自然科学奖、国家技术发明奖、国家科技进步奖、国家科学进步奖、国家科学技术进步奖等成为我国科技奖励体系的重要组成部分。

4. 1995年5月，中共中央、国务院发出《关于进一步加强科学技术奖励工作的决定》，强调要加大对科技奖励的力度，激发广大科技工作者的积极性和创造性。决定要求各级政府和社会各界都要重视和支持科技奖励工作，形成全社会尊重知识、尊重人才的良好氛围。

5. 2000年5月，中共中央、国务院发出《关于深化科技体制改革、加快国家创新体系建设的决定》，明确提出要完善科技奖励制度，建立更加科学合理的激励机制。决定要求进一步改革科技奖励制度，提高奖励的含金量，使科技工作者在物质和精神上都得到应有的回报。这一决定为后续科技奖励制度的改革和完善提供了重要的政策依据。

(1)

Problem Solving Strategy	Frequency	Percentage
1. Problem Solving Strategy	1	37
2. Problem Solving Strategy	1	37
3. Problem Solving Strategy	1	37
4. Problem Solving Strategy	1	37
5. Problem Solving Strategy	1	37
6. Problem Solving Strategy	1	37
7. Problem Solving Strategy	1	37
8. Problem Solving Strategy	1	37
9. Problem Solving Strategy	1	37
10. Problem Solving Strategy	1	37
11. Problem Solving Strategy	1	37
12. Problem Solving Strategy	1	37
13. Problem Solving Strategy	1	37
14. Problem Solving Strategy	1	37
15. Problem Solving Strategy	1	37
16. Problem Solving Strategy	1	37
17. Problem Solving Strategy	1	37
18. Problem Solving Strategy	1	37
19. Problem Solving Strategy	1	37
20. Problem Solving Strategy	1	37
21. Problem Solving Strategy	1	37
22. Problem Solving Strategy	1	37
23. Problem Solving Strategy	1	37
24. Problem Solving Strategy	1	37
25. Problem Solving Strategy	1	37
26. Problem Solving Strategy	1	37
27. Problem Solving Strategy	1	37
28. Problem Solving Strategy	1	37
29. Problem Solving Strategy	1	37
30. Problem Solving Strategy	1	37
31. Problem Solving Strategy	1	37
32. Problem Solving Strategy	1	37
33. Problem Solving Strategy	1	37
34. Problem Solving Strategy	1	37
35. Problem Solving Strategy	1	37
36. Problem Solving Strategy	1	37
37. Problem Solving Strategy	1	37
38. Problem Solving Strategy	1	37
39. Problem Solving Strategy	1	37
40. Problem Solving Strategy	1	37
41. Problem Solving Strategy	1	37
42. Problem Solving Strategy	1	37
43. Problem Solving Strategy	1	37
44. Problem Solving Strategy	1	37
45. Problem Solving Strategy	1	37
46. Problem Solving Strategy	1	37
47. Problem Solving Strategy	1	37
48. Problem Solving Strategy	1	37
49. Problem Solving Strategy	1	37
50. Problem Solving Strategy	1	37
51. Problem Solving Strategy	1	37
52. Problem Solving Strategy	1	37
53. Problem Solving Strategy	1	37
54. Problem Solving Strategy	1	37
55. Problem Solving Strategy	1	37
56. Problem Solving Strategy	1	37
57. Problem Solving Strategy	1	37
58. Problem Solving Strategy	1	37
59. Problem Solving Strategy	1	37
60. Problem Solving Strategy	1	37
61. Problem Solving Strategy	1	37
62. Problem Solving Strategy	1	37
63. Problem Solving Strategy	1	37
64. Problem Solving Strategy	1	37
65. Problem Solving Strategy	1	37
66. Problem Solving Strategy	1	37
67. Problem Solving Strategy	1	37
68. Problem Solving Strategy	1	37
69. Problem Solving Strategy	1	37
70. Problem Solving Strategy	1	37
71. Problem Solving Strategy	1	37
72. Problem Solving Strategy	1	37
73. Problem Solving Strategy	1	37
74. Problem Solving Strategy	1	37
75. Problem Solving Strategy	1	37
76. Problem Solving Strategy	1	37
77. Problem Solving Strategy	1	37
78. Problem Solving Strategy	1	37
79. Problem Solving Strategy	1	37
80. Problem Solving Strategy	1	37
81. Problem Solving Strategy	1	37
82. Problem Solving Strategy	1	37
83. Problem Solving Strategy	1	37
84. Problem Solving Strategy	1	37
85. Problem Solving Strategy	1	37
86. Problem Solving Strategy	1	37
87. Problem Solving Strategy	1	37
88. Problem Solving Strategy	1	37
89. Problem Solving Strategy	1	37
90. Problem Solving Strategy	1	37
91. Problem Solving Strategy	1	37
92. Problem Solving Strategy	1	37
93. Problem Solving Strategy	1	37
94. Problem Solving Strategy	1	37
95. Problem Solving Strategy	1	37
96. Problem Solving Strategy	1	37
97. Problem Solving Strategy	1	37
98. Problem Solving Strategy	1	37
99. Problem Solving Strategy	1	37
100. Problem Solving Strategy	1	37

Table 8.3. Sample of the Oboon-Pa ne ceai e problem-solving (CPS) process

1.  $\frac{1}{x^2} = x^{-2}$       2.  $\frac{1}{x^3} = x^{-3}$

...  
 $\frac{1}{x^2} = x^{-2}$       2  
 $\frac{1}{x^3} = x^{-3}$       3  
 $\frac{1}{x^4} = x^{-4}$       4  
 $\frac{1}{x^5} = x^{-5}$       5

...  
 $\frac{1}{x^2} = x^{-2}$       2  
 $\frac{1}{x^3} = x^{-3}$       3  
 $\frac{1}{x^4} = x^{-4}$       4  
 $\frac{1}{x^5} = x^{-5}$       5  
 $\frac{1}{x^6} = x^{-6}$       6  
 $\frac{1}{x^7} = x^{-7}$       7  
 $\frac{1}{x^8} = x^{-8}$       8  
 $\frac{1}{x^9} = x^{-9}$       9  
 $\frac{1}{x^{10}} = x^{-10}$       10

1.  $\frac{1}{x^2} = x^{-2}$       2

...  
 $\frac{1}{x^2} = x^{-2}$       2  
 $\frac{1}{x^3} = x^{-3}$       3  
 $\frac{1}{x^4} = x^{-4}$       4  
 $\frac{1}{x^5} = x^{-5}$       5  
 $\frac{1}{x^6} = x^{-6}$       6  
 $\frac{1}{x^7} = x^{-7}$       7  
 $\frac{1}{x^8} = x^{-8}$       8  
 $\frac{1}{x^9} = x^{-9}$       9  
 $\frac{1}{x^{10}} = x^{-10}$       10  
 $\frac{1}{x^{11}} = x^{-11}$       11  
 $\frac{1}{x^{12}} = x^{-12}$       12  
 $\frac{1}{x^{13}} = x^{-13}$       13  
 $\frac{1}{x^{14}} = x^{-14}$       14  
 $\frac{1}{x^{15}} = x^{-15}$       15  
 $\frac{1}{x^{16}} = x^{-16}$       16  
 $\frac{1}{x^{17}} = x^{-17}$       17  
 $\frac{1}{x^{18}} = x^{-18}$       18  
 $\frac{1}{x^{19}} = x^{-19}$       19  
 $\frac{1}{x^{20}} = x^{-20}$       20

...  
 $\frac{1}{x^2} = x^{-2}$       2  
 $\frac{1}{x^3} = x^{-3}$       3  
 $\frac{1}{x^4} = x^{-4}$       4  
 $\frac{1}{x^5} = x^{-5}$       5  
 $\frac{1}{x^6} = x^{-6}$       6  
 $\frac{1}{x^7} = x^{-7}$       7  
 $\frac{1}{x^8} = x^{-8}$       8  
 $\frac{1}{x^9} = x^{-9}$       9  
 $\frac{1}{x^{10}} = x^{-10}$       10  
 $\frac{1}{x^{11}} = x^{-11}$       11  
 $\frac{1}{x^{12}} = x^{-12}$       12  
 $\frac{1}{x^{13}} = x^{-13}$       13  
 $\frac{1}{x^{14}} = x^{-14}$       14  
 $\frac{1}{x^{15}} = x^{-15}$       15  
 $\frac{1}{x^{16}} = x^{-16}$       16  
 $\frac{1}{x^{17}} = x^{-17}$       17  
 $\frac{1}{x^{18}} = x^{-18}$       18  
 $\frac{1}{x^{19}} = x^{-19}$       19  
 $\frac{1}{x^{20}} = x^{-20}$       20  
 $\frac{1}{x^{21}} = x^{-21}$       21  
 $\frac{1}{x^{22}} = x^{-22}$       22  
 $\frac{1}{x^{23}} = x^{-23}$       23  
 $\frac{1}{x^{24}} = x^{-24}$       24  
 $\frac{1}{x^{25}} = x^{-25}$       25  
 $\frac{1}{x^{26}} = x^{-26}$       26  
 $\frac{1}{x^{27}} = x^{-27}$       27  
 $\frac{1}{x^{28}} = x^{-28}$       28  
 $\frac{1}{x^{29}} = x^{-29}$       29  
 $\frac{1}{x^{30}} = x^{-30}$       30







... ( ). ...

( )

188 188 188 188















Final needs <i>Science</i> (class/activity) ?	
ject Ideas	
<i>(listing)</i>	
cases which	<i>provides opportunity</i>
lay.	<i>to classmates</i>
	<i>homework</i>
	<i>desk.</i>
	<i>offers assist-</i>
	<i>hers and gets</i>
	<i>to react by</i>
	<i>quizzes.</i>
	<i>uses switch to</i>
	<i>VCR and</i>
	<i>music when</i>
	<i>vis is</i>

continued

Figure 2. Continued description of how complex it is to write



... ( .2) ... 12

3

2.

( 4 .2).

20.

**Step 4: Evaluate Ideas and Choose Solutions** 4

( .1 .2)

**Table 8.6.** Implication of using the Obo n-Pa ne C ea i e P oblem-Sol ing (CPS) p oce fo den i h and i ho di abili e

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CPS engage den in he ol ion of eal-life p oblem and challenge , hich a e an e en ial cha ac e i ic of effec i e ed ca ion (De e , 1998).

CPS enco age den o belie e he can ol e p oblem , ei he independenl o i h he ppo of o he in he cla .

CPS offe den of lo academic achievemen le el he oppo ni o a i in ol ing ele an chal lenge faced b hem o hei cla ma e and e abli he all den a al ed con ib o .

CPS offe oppo ni e fo den o be incl ded in gene al cla ac i i e in a ha mee hei indi id ali ed ed ca ional need .

CPS offe oppo ni e fo den o pa icipa e in he de ign of hei o n in c ion.

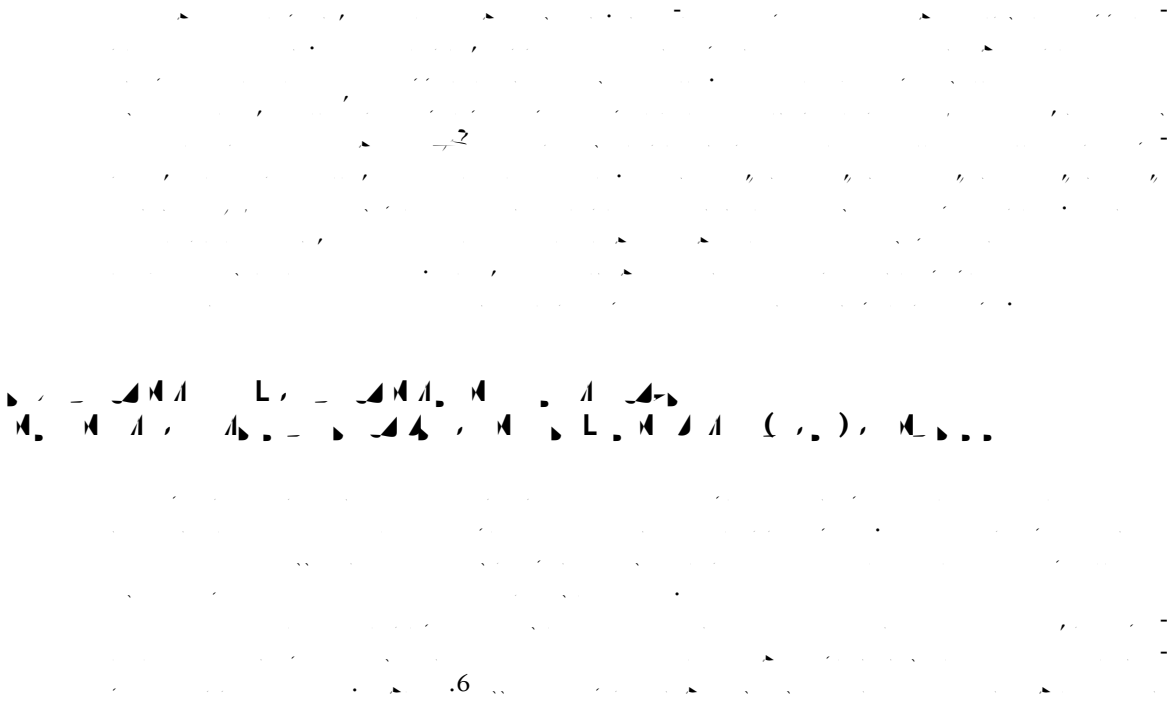
CPS offe oppo ni e fo den o lea n and p ac ice p oblem- ol ing kill on an ongoing ba i o adde ele an challenge .

The collabo a i e, nonj dgmen al, and ac ion-o ien ed a pec of CPS enco age comm ni b lding among cla ma e hen he p oce i ed o adde challenge of conce n o he go p.

CPS enco age and enfo ce man de i abe academic and affec i e kill (e.g., ob e a ion, anal i , e al a ion, pe pec i e aking, b lding on ano he' idea , n he i ng idea ).

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**Step 5: Refine Ideas To Develop and Carry Out an Action Plan**



**Table 8.7.** Implication fo p ofe ional o king i h den in he e ogeneo go p

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The O bo n-Pa ne C ea i e P oblem-Sol ing (CPS) p oce enco age eache o be open o he po ibili ha he e i mo e han one igh an e .

CPS enco age eache o p o ide ac i e, p oblem- ol ing lea ning e pe ience ha ed ca ional lead e ha e ad i ed a e e en ial a e begin he 21 cen .

CPS enco age eache o be ongoing lea ne and o open hem el e o lea n f om he child en in hei cla e .

CPS p o ide a me hod fo di ib ing he p e e of in c ional accommoda ion in incl i e cla oom ac o a ide go p of p oblem ol e .

CPS ed b eache can enhance hei capaci o each all child en b ecogni ng e i ng op ion fo eaching he e ogeneo go p , adap ing o he e i ng op ion , and in en ing ne op ion .

CPS enco age eache o de ign in e e ing, ac i e appoache o ed ca ion ha acco n fo den inp and e l in mo i a ing lea ning e pe ience .

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 ( , 1 , . 105).



101: H  
 (1 3).  
 J T A P S H , 8, 16 24.  
 E N B J E , 3, 17 20.  
 (1 1).  
 ( ), C C : P ( . 1 1 21 ).  
 (1 5). CPS : A  
 (1 7 ). S P , 9(5), 25 2 .  
 (1 ). W I ? A  
 (1 2).  
 : F ( . 23 263). C  
 (1 3). J E P C  
 4, 113 135.  
 (COACH): A (2 ).  
 (1 ).  
 : E ( . 241 267).  
 (1 1).  
 ( . 245 270).  
 (1 7). T : T  
 (1 7 ). T  
 (1 7). J S E , 31(1), 3 2 .  
 (4 ). (1 3). C : C  
 ( ). (1 7). I : T A  
 (1 ). I : P  
 : A  
 (1 3). A : P (3 ).  
 ( 1 53)

... (1 5). A  
 ... (1 ). V :S  
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 J T A P S H , 15, 231 240.  
 & ... (1 0). & ... ( ),  
 S :I ( 3 23).  
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