

Chapter 11

Problem-Solving Methods to Facilitate Inclusive Education

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T to tr to di tol ro G n r co, M.F., C on n r, C.J., D nn to R.E., & Eol n, S.W. (199). Prob -to vn toolt to c t t nc t v di c t on. In J.S. T o tol, R.A. , & A.I. vn (Edit.), Creativity and collaborative learning: A practical guide to empowering students and teachers (. 1). t or P . roo tP b to n Co. di tolky r to .

Table I. Basic components of inclusive education

Inclusive education is in place when each of these five features occurs on an ongoing, daily basis.

- I. Heterogeneous Grouping All students are educated together in groups where the number of those with and without disabilities approximates the natural proportion. The premise is that "students develop most when in the physical, social, emotional, and intellectual presence of nonhandicapped persons in reasonable approximations to the natural proportions" (Brown et al., 1983, p. 17). Thus, in a class of 25 students, perhaps there is one student with significant disabilities, a couple of others with less significant disabilities, and many students without identified disabilities working at various levels.
- 2. A Sense of Belonging to a Group All students are considered members of the class rather than visitors, guests, or outsiders. Within these groups, students who have disabilities are welcomed,e(0.235 Tw(1TwS3(Wisab,e is that)n-)2 gs/Gs t)g2 2(v)20(e)]T **Idd,e(h w

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Giangreco et al.

Table 2. Approaches to educating students with diverse characteristics

Traditional approaches	Inclusion-oriented alternatives
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314 Giangreco et al.

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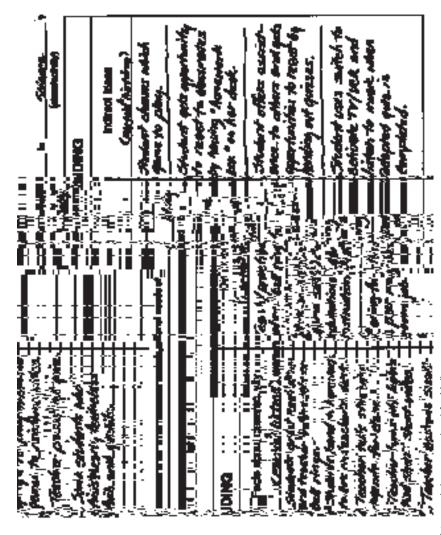


Figure 2. SAM creative problem-solving worksheets completed for Molly.

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Figure 3. CPS Impact Evaluation. (From Giangreco, M.F. [1993]. Using creative problemsolving methods to include students with severe disabilities in general education classroom activities. Journal of Educational and Psychological Consultation, 4, 131–132; reprinted by permission of Lawrence Erlbaum Associates.)

Figure 3. (continued)

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