

# Full Inclusion in the General Education Classroom

Provided by the  
Special Education Department



Compiled by  
Angie K Millgate  
District Special Education Coordinator

Thank you for taking the time to look through this handbook. It was designed with you in mind. We highly value you, the General Education teacher, with whom we work closely. Without your cooperation, the students we support would be lost. We understand and appreciate the effort you put forth to make your classroom a safe, fun, creative and productive environment for everyone.

**What you will find in this handbook:**

- We will cover these specific exceptionalities:
  - Autism
  - Blindness
  - Developmental Delays
  - Emotional Disturbances
  - Hearing Impairments
  - Mental Retardation
  - Orthopedic Impairment
  - Speech/Language Impairments
  - Visual Impairments (not including blindness)
- What can I expect from this exceptionality?
- Who is often most affected by this exceptionality?
- How can I, as a teacher, provide accommodations in my classrooms for this specific exceptionality?
- What resources are available to share with parents?

It is our hope that this handbook will support you in your fully-inclusive classrooms, answer any questions and give you an indication of what you can expect as a teacher in a fully-inclusive classroom.

Thank you for all you do!

The Special Education Department  
Under the supervision of  
Angie K. Millgate  
District Special Education Coordinator

# Autism

**Definition:** a developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with ASD are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected because the child has an emotional disturbance.” (Intro to Autism Spectrum Disorders, 2006/2007)



## What to Expect:

- Reduces a child's power of self-control
- Communication difficulty - Language develops late or not at all in severe cases
- Withdrawal from physical human contact
- Ritualistic, repetitive behaviors, sometimes self-abusive
- Avoids eye contact
- Hypersensitive to light, noise, and motion
- May become easily agitated
- Difficulty understanding subtleties, sarcasm, jokes
- May be unable to understand or exhibit empathy
- Easily distractible or intensely, singularly focused
- Has difficulty transitioning
- Prefers patterns, conscious of what is “supposed to happen” and when
- Can be surprisingly advanced in some areas
- Easily irritated if spoken to in a condescending manner
- Social ineptitude
- Inability to perceive personal boundaries, social cues or read facial expressions
- Tend to choose one person to bond with and trust
- Overwhelmed by too many choices

## **Demographics:**

- All races, genders, social classes
- Affects boys three times more frequently than girls

## **Accommodations:**

- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Provide a daily agenda with times and activities clearly lined out in the same place every day
- Give a “heads up” when transition time is coming
- Speak clearly and precisely
- Delineate expectations for each project
- Minimize choices
- Uphold your commitments
- Avoid random schedule changes as often as possible
- Foster social interaction through reasonable social interaction expectations
- Define and uphold a clear, simple discipline program

## **Resources:**

- Autism Assessment And Treatment Center  
[www.autismutah.com/](http://www.autismutah.com/)
- Treatment and Education of Autistic and related Communication Handicapped Children(TEACCH)  
[www.teacch.com](http://www.teacch.com)
- Autism Research Institute (ARI) [www.autism.com](http://www.autism.com)
- Autism Society of America (ASA) [www.autism-society.org](http://www.autism-society.org)
- Autism Speaks [www.autismspeaks.org](http://www.autismspeaks.org)
- National Autism Association (NAA)  
[www.nationalautismassociation.org](http://www.nationalautismassociation.org)



# Blindness

**Definition:** In the US, the criteria for legal blindness are:

- Visual acuity of 20/200 or worse in the better eye with corrective lenses (20/200 means that a person at 20 feet from an eye chart can see what a person with normal vision can see at 200 feet)



-OR-

- Visual field restriction to 20 degrees diameter or less (tunnel vision) in the better eye. (Legal Blindness Defined, 1996-2010)

## What to Expect:

- Varies with severity
  - Legal blindness still provides some visual ability
  - Total blindness is the inability to see anything

## Demographics:

- All races, genders, social classes

## Accommodations:

- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Give a “heads up” when transition time is coming
- Announce when you are entering or leaving the room
- Use whatever assistive technology that is available
- Avoid moving furniture around
- When showing movies, show those that are verbally captioned
- Use high contrast materials
- Use names when calling on children
- Focus on more verbal instructions
- Provide precise verbal descriptions, instructions, etc

- Keep expectations high and clear
- Help child to understand physicality of the room, how to move about and what is expected and when
- Provide hands-on experiences as much as possible
- Organize student's materials in one easily-accessible area
- Offer information, rather than “help” or doing it for them

**Resources:**

- National Federation of the Blind (NFB) [www.nfb.org](http://www.nfb.org)
- Utah Foundation for the Blind and Visually Impaired (UFB) [www.ufbvi.org](http://www.ufbvi.org)
- Utah State Library for the Blind and Disabled <http://blindlibrary.utah.gov>
- Foundation Fighting Blindness [www.blindness.org](http://www.blindness.org)
- National Dissemination Center for Children with Disabilities (NICHCY) [www.nichcy.org](http://www.nichcy.org)



# Developmental Delays

**Definition:** Child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may...include a child:



1. Who is experiencing developmental delays as defined by the State and as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
2. Who, by reason thereof, needs special education and related services. (Developmental Delays Defined)

## What to Expect:

- Depends upon the area of the development delay
- Can be delayed in any of the following areas:
  - Gross Motor – effects “big” movement ability such as the ability to physically move about the room – walking, crawling, etc
  - Fine Motor – effects the ability to do “small” movements such as holding a pencil, crayon or pinching a small object
  - Language – effects the ability to receive or express ideas through communication
  - Cognitive – effects the ability to process information through thinking
  - Social – effects the ability to interact with others
- A severe delay crosses more than one area
- A global delay affects all areas
- Frequently in conjunction with another exceptionality

## Demographics:

- More males than females
- More African Americans

## Accommodations:

- Depends on the needs and ability of the child
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Use multiple modalities such as visual, auditory, tactile materials
- Teach vocabulary in context
- Use cues and prompts in a variety of modalities
- Graphic organizers
- Repetition of key points
- Break instructional sections into small segments
- Highlight important information
- Color coding for showing concepts and relationships
- Provide adequate time

## Resources:

- National Dissemination Center for Children with Disabilities (NICHCY) [www.nichcy.org](http://www.nichcy.org)
  - Developmental Delay Resources (DDR) [www.devdelay.org](http://www.devdelay.org)
  - My Child Without Limits [www.mychildwithoutlimits.org](http://www.mychildwithoutlimits.org)
  - National Institute on Developmental Delays (NIDD) [www.nidd.org](http://www.nidd.org)
  - Developmental Delay Support Group on Facebook <http://www.facebook.com/group.php?gid=1361112164154>
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# Emotional Disturbances



**Definition:** Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance... (IDEA Regulations, 2006)

## What to Expect:

- Depends on the needs and ability of the child – varies with the severity and type of emotional disturbance child is experiencing
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Possibly hyperactivity and aggression
- Withdrawal
- Immaturity or inappropriate behavior/feelings in normal situations
- Overall unhappiness, depression or abnormal mood swings
- Physical symptoms or fears in response to problems
- Distorted thinking, excessive anxiety, bizarre motor acts

## Demographics:

- All races, genders, social classes
- Commonly said to be more present with children living in or below the poverty line

## Accommodations:

- Depends on the needs and ability of the child
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Allow for ample time on tests
- Select testing form carefully
- Allow student to test in alternate location
- Allow enough time after speaking for note taking
- Minimize copying notes from board by providing handouts
- Break work tasks into smaller chunks
- Carefully choose child's physical location
- Find out when the child's optimum working time is and plan to maximize that
- Present oral instruction with pictures
- Use guessing games to clarify character traits
- Agree upon clear expectations regarding appropriate behavior, participation and work
- Follow through with discipline

## Resources:

- National Dissemination Center for Children with Disabilities (NICHCY) [www.nichcy.org](http://www.nichcy.org)
- Council for Exceptional Children (CEC) [www.cec.sped.org](http://www.cec.sped.org)
- National Association of Parents with Children in Special Education (NAPCSE) [www.napcse.org](http://www.napcse.org)
- Utah Department of Human Services [www.hsdspd.utah.gov](http://www.hsdspd.utah.gov)
- Project IDEAL [www.projectidealonline.org](http://www.projectidealonline.org)



# Hearing Impairments

**Definition:** an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. (IDEA Regulations, 2006)



## What to Expect:

- Difficulty following a conversation when two or more people are talking at the same time
- Straining to understand conversations
- Difficulty hearing when there is background noise
- Continually asking for information to be repeated
- Misunderstanding words and responding inappropriately
- Difficulty hearing certain tones or volumes
- Easily irritated by certain noises
- Complaints of hissing or ringing noises

## Demographics:

- All races, genders, social classes

## Accommodations:

- Depends on the needs and ability of the child
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Position child where they are able to read lips if they are able to
- Face student when speaking
- Avoid standing in front of windows
- Make sure there is plenty of light in classroom
- Use visual aids
- Use close captioned movies
- Supplement audible systems with visual systems
- Avoid sarcasm and idioms
- Eliminate background noise

- Erase extraneous information from board when writing to eliminate visual “noise”
- Repeat new vocabulary in different contexts

**Resources:**

- ASDC-American Society for Deaf Children [www.deafchildren.org](http://www.deafchildren.org)
- Utah Hands and Voices [www.handsandvoices.org](http://www.handsandvoices.org)
- Utah Parent Center [www.utahparentcenter.org](http://www.utahparentcenter.org)
- Hearing Loss Association of America [www.hearingloss.org](http://www.hearingloss.org)
- Hearts & Minds - Information for Change [www.heartsandminds.org](http://www.heartsandminds.org)
- AGBell-Utah [www.agbell-utah.org](http://www.agbell-utah.org)



# Mental Retardation



**Definition:** A term used when a person has certain limitations in mental functioning and in skills such as communicating, taking care of him or herself, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child. Children with mental retardation may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They are likely to have trouble learning in school. They will learn, but it will take them longer. There may be some things they cannot learn. (Mental Retardation Defined, 1996-2010)

## What to Expect:

- Depends upon the severity
- Persistence of childlike behavior
- Underdeveloped speaking ability to understand social rules or consequences of behaviors
- Lack of curiosity
- Difficulty solving problems
- Decreased learning ability and ability to think logically
- Trouble remembering things
- Inability to meet educational demands required by school

## Demographics:

- All races, genders, social classes

## Accommodations:

- Depends on the needs and ability of the child
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Provide accessible classroom location and furniture
- Advance notice of assignments

- Alternative ways of completing assignments
- Assistive computer technology and listening devices
- Captions for film and video material
- Course or program modifications
- Test modifications
- Provide ample time for note taking, work, tests, etc
- Taped lectures

**Resources:**

- The Arc [www.thearc.org](http://www.thearc.org)
- American Association on Intellectual and Developmental Disabilities (AAIDD) [www.aaid.org](http://www.aaid.org)
- The Council on Developmental Disabilities [www.councilonmr.org](http://www.councilonmr.org)
- Utah Fetal Alcohol Coalition [www.dbh.utah.gov](http://www.dbh.utah.gov)
- Utah Department of Human Services [www.hsdspd.utah.gov](http://www.hsdspd.utah.gov)



# Orthopedic Impairments



**Definition:** Orthopedic impairment is defined as a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., Cerebral Palsy, amputations, and fractures or burns that cause contractures). (Project Ideal Online, 2008)

## What to Expect:

- This category covers a *vast* amount of impairments including, but not limited to:
  - Cancer
  - Cerebral Palsy
  - Multiple Sclerosis
  - Spina Bifida
  - Spinal Cord Injuries
  - Muscular Dystrophy
  - Club Foot
  - Severe Fractures or Burns
  - Amputations or genetic birth defects that result in absence of limbs
- Depends on how the child is impaired
- Neuromotor impairments which effect the way the brain interacts with muscles – can cause spasticity or rigidity
- Degenerative diseases cause deterioration of the actual tissues
- Musculoskeletal disorders which cause the inability to be able to move easefully or for extended periods of time
- Hinders educational experience but does not mean they have learning disabilities

## Demographics:

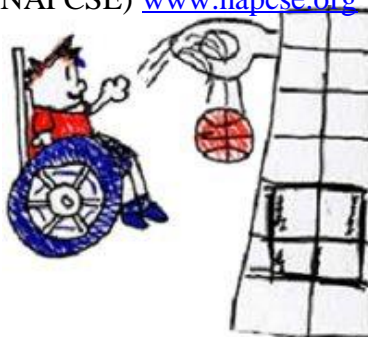
- All races, genders, social classes

### **Accommodations:**

- Depends on the needs and ability of the child
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Provide accessible classroom location and furniture
- Provide ample time in transitions
- Assistive technology
- Parapro to assist with the physical needs of the child
- Formulate workload according to child's ability
- Ample room in classroom for easeful movement to accommodate braces, walkers or wheelchairs
- Speech recognition software
- Specialized exercise equipment or space
- Specialized desks
- Accommodation on testing, homework, note taking, etc

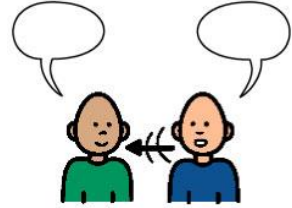
### **Resources:**

- State Department of Education: Special Education [www.usoe.k12.ut.us/sars](http://www.usoe.k12.ut.us/sars)
- Programs for Children with Special Health Care Needs Utah Department of Health [www.health.utah.gov](http://www.health.utah.gov)
- United Cerebral Palsy of Utah [www.ucp.org](http://www.ucp.org)
- National MS Society [www.nationalmssociety.org](http://www.nationalmssociety.org)
- Multiple Sclerosis Foundation [www.msfacts.org](http://www.msfacts.org)
- Utah Parent Center [www.utahparentcenter.org](http://www.utahparentcenter.org)
- National Association of Parents with Children in Special Education (NAPCSE) [www.napcse.org](http://www.napcse.org)





# Speech/Language Impairments



**Definition:** Speech and language disorders refer to problems in communication and related areas such as oral-motor function--sucking, swallowing, drinking, eating. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. (Speech and Language Impairments)

## What to Expect:

- Varies with how the child is affected
- Some students with speech and language disorders may have another primary disability area, such as a learning disability, cerebral palsy, traumatic brain injury, or other severe disabilities
- Voice disorders affect volume, pitch, flexibility, and quality of voice
- Articulation disorders include difficulty pronouncing words
- Fluency disorders are interruptions in the natural flow or rhythm of speech
- Some students may not be able to speak at all

## Demographics:

- All races, genders, social classes
- Affects boys more frequently than girls

## Accommodations:

- Depends on the needs and ability of the child
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Develop a protocol for the student to tell you when he/she anticipates a need for assistance.

- Speak directly to the student
- Be a good speech model.
- An atmosphere conducive to easy and good interactive communication should be established and maintained in the classroom.
- Consult a Speech Language expert to acquire skills to better support your student
- Keep up-to-date with the child's accomplishments in therapy
- Allow vocal instruction to be recorded
- Allow for an interpreter
- Practice and model impeccable listening skills
- Allow ample time for completing tests, notes, work, etc
- Provide alternative activities or approaches for assignments
- Make special advance arrangements for curators of field trips

**Resources:**

- National Dissemination Center for Children with Disabilities (NICHCY) [www.nichcy.org](http://www.nichcy.org)
- National Association of Parents with Children in Special Education (NAPCSE) [www.napcse.org](http://www.napcse.org)
- Children's Speech Care Center [www.childspeech.net](http://www.childspeech.net)
- Families.com [www.families.com](http://www.families.com)
- Reading Horizons [www.readinghorizons.com](http://www.readinghorizons.com)



# Visual Impairments (not including Blindness)



**Definition:** Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. (IDEA Regulations, 2006)

## What to Expect:

- Varies with how the child is affected

## Demographics:

- All races, genders, social classes

## Accommodations:

- Depends on the needs and ability of the child
- Pay attention to the needs of the specific child and adjust accordingly
- Patience
- Provide activities that use other senses
- Hands-on projects
- Guide from place to place through verbal cues or by allowing them to hold your arm
- Avoid moving furniture around
- Provide ample space for maneuvering
- Incorporate Braille
- Use books on tape
- Use audio-captioned movies
- Use verbal cues and instructions
- State when you are leaving room or have returned
- Avoid standing in front of windows when speaking to students who may be visually impaired
- Use whatever assistive technology that is available

- Use high contrast materials
- Use names when calling on children
- Provide precise verbal descriptions, instructions, etc
- Keep expectations high and clear
- Organize student's materials in one easily-accessible area
- Offer information, rather than "help" or doing it for them

### **Resources:**

- National Dissemination Center for Children with Disabilities (NICHCY) [www.nichcy.org](http://www.nichcy.org)
- National Federation of the Blind (NFB) [www.nfb.org](http://www.nfb.org)
- Utah Foundation for the Blind and Visually Impaired (UFB) [www.ufbvi.org](http://www.ufbvi.org)
- Utah State Library for the Blind and Disabled <http://blindlibrary.utah.gov>
- Foundation Fighting Blindness [www.blindness.org](http://www.blindness.org)



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www.nichcy.org: <http://www.nichcy.org>