

Supports for Inclusive Practices: An Evidence-Based Self-Assessment

Resource Guide: Examining School Level Practices

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About This Guide

This guide is a companion document to the school-level needs assessments developed to support the implementation of the 2005 Settlement Agreement in *Gaskin v. Commonwealth of Pennsylvania*. This assessment is designed to be implemented in a facilitated manner by a trained technical assistance provider. This level of support is necessary to ensure understanding of assessment items by all team members and to guide in the identification and interpretation of evidence that supports the ratings given to individual assessment items.

The items in the assessment were drawn from the research and practice literature in both special and general education, representing current perspectives about effective supports and practices for inclusive education. This document identifies the information base that underlies each item, assisting teams to gain access to and explore information in priority need areas. It is important to note that this is not designed to be a *comprehensive* list of literature in each area. Rather, the sources identified have a direct relationship to the identified assessment item, substantiate the importance of this practice, and present a direction in which one can go for additional information.

The organization of the document parallels the structure of the needs assessment instrument, following the topical sequence in this document. For each area of focus, research and practice literature, as well as supplementary data collection tools that might be used to gather additional information, are identified. Information is listed so that users can distinguish research from more general practice information.

The intended outcome of the needs assessment is the identification of organizational, instructional, and policy areas that currently impede the availability and effectiveness of inclusive practices. Once identified, these areas can become improvement targets, incorporated in existing school and district level action plans (e.g., district strategic plan, special education plan, school improvement plans, corrective action plans, etc.). Information identified in this document may assist in developing specific action steps for these plans.

This document is not seen as a static resource, since new ideas and effective strategies to deliver services in an inclusive way are continuing to be identified. It is likely that this guide will be available electronically in the near future, enabling it to be updated periodically. Further, it would be beneficial for all if a mechanism were developed so that others can identify valuable resources and submit this information for inclusion in this listing. You will be alerted to any and all of these feature as they become available.

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Examining School Level Practices

Part 1: School-wide Practices and Support Structures

1. Leadership for Inclusive Schools

Research and Practice Literature ¹
Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? <i>Journal of Educational Change</i> , 6, 109-124. (JP)
Braaten, B., & Mennes, D. (1992). A model of collaborative service for middle school students. <i>Preventing School Failure</i> , 36(3), 10-15. (JCS)
Bryant, D. P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. <i>Learning Disability Quarterly</i> , 24(4), 251-264. (JR)
Burstein, N., Sears, S., Wilcoxon, A., Cabllo, B., & Spagna, M. (2004). Moving toward inclusive practices. <i>Remedial and Special Education</i> , 25(2), 104-116. (JCS)
Buyse, V., Sparkman, K. L., & Wesley, P. W. (2003). Communities of practice: Connecting what we know with what we do. <i>Exceptional Children</i> , 69(3), 263-277. (JP)
Cook-Sather, A. (2003). Listening to students about learning differences. <i>Teaching Exceptional Children</i> , 35(4), 22-26. (JR)
Fisher, D., Sax, C., & Grove, K. A. (2000). The resilience of changes promoting inclusiveness in an urban elementary school. <i>The Elementary School Journal</i> , 100(3), 213-227. (JCS)
Fox, N. E., & Ysseldyke, J. E. (1997). Implementing inclusion at the middle school level: Lessons from a negative example. <i>Exceptional Children</i> , 64, 81-98. (JCS)
Gersten, R., Morvant, M., & Brengelman, S. (1995). Close to the classroom is close to the bone: Coaching as a means to translate research into practice. <i>Exceptional Children</i> , 62(1), 52-67. (JP)
Giangreco, M., Edelman, S., & Broer, S. M. (2003). Schoolwide planning to improve paraeducator supports. <i>Exceptional Children</i> , 70(1), 63-79. (JR)
Goor, M. B., & Schwenn, J. O. (1997). Preparing principals for leadership in special education. <i>Intervention in School and Clinic</i> , 32(3), 133-141. (JP)
Hyatt, K. J., DaSilva Iddings, A. C., & Ober, S. (2005). Inclusion: A catalyst for school reform. <i>Teaching Exceptional Children Plus</i> , 1(3), 1-9. (JP)
Idol, L. (1997). Key questions related to building collaborative and inclusive schools. <i>Journal of Learning Disabilities</i> , 30(4), 384-394. (JP)
Johnson, A. B., & Cartwright, C. A. (1979). The roles of information and experience in improving teachers' knowledge and attitudes about mainstreaming. <i>The Journal of Special Education</i> , 13(4), 453-462. (JR)

¹**Key to Resource Coding:** JR = journal article/research; JRR - journal article/review of research; JCS - Journal Article/Case Study; JP - Journal article/practice; B - book/practice oriented; **AE** = available electronically

- Klingner, J. K., Arguelles, M. E., Hughes, M. T., & Vaughn, S. (2001). Examining the school wide “spread” of research-based practices. *Learning Disability Quarterly*, 24(4), 221-234. (JR)
- Mastropieri, M. A., & Scruggs, T. E. (2001). Promoting inclusion in secondary classrooms. *Learning Disability Quarterly*, 24, 265-274. (JP)
- McLeskey, J., & Waldron, N. L. (2007). Making differences ordinary in inclusive classrooms. *Intervention in School and Clinic*, 42(3), 162-168. (JP)
- McLeskey, J., & Waldron, N. L. (2006). Comprehensive school reform and inclusive schools. *Theory Into Practice*, 45(3), 269-278. (JP)
- Phillips, L., Sapona, R. H., & Lubic, B. L. (1995). Developing partnerships in inclusive education: One school’s approach. *Intervention in School and Clinic*, 30(5), 262-273. (JCS)
- Praisner, C. L. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Exceptional Children*, 69(2), 135-145. (JR)
- Riehl, C. J. (2000). The principal’s role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research*, 70(1), 55-81. (JRR)
- Salend, S. (2001). *Creating inclusive classrooms: Effective and reflective practices*. New Jersey: Prentice-Hall. (B)
- Stockall, N., & Gartin, B. (2002). The nature of inclusion in a blue ribbon school: A revelatory case. *Exceptionality*, 10(3), 171-188. (JR)
- Tomlinson, C. A. (1995). Deciding to differentiate instruction in middle school: One school’s journey. *Gifted Child Quarterly*, 39(2), 77-87. (JCS)
- Treder, D. W., Morse, W. C., & Ferron, J. M. (2000). The relationship between teacher effectiveness and teacher attitudes toward issues related to inclusion. *Teacher Education and Special Education*, 23, 202-210. (JR)
- Villa, R. A., Thousand, J. S., Meyers, H., & Nevin, A. (1996). Teacher and administrator perceptions of heterogeneous education. *Exceptional Children*, 63(1), 29-45. (JR)

Supplementary Data Collection Tools

Surveys to assess faculty attitudes/perceptions about inclusion:

- A Faculty Survey Regarding Inclusive Practices in Our School (In: Stetson, F. (2003). *School-based practices profile*. Houston, TX: Stetson and Association, Inc.)
- Inclusive Program Survey (In: McLeskey, J., Waldron, N. L., So, T. H., Swanson, K., & Loveland, T. (2001). Perspectives of teachers toward inclusive school programs. *Teacher Education and Special Education*, 24(2), 108-115. (AE)
- Inclusive Practices Teacher Survey (In: Benerji, M., & Dailey, R. (1995). A study of the effects of inclusion for student with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522. (AE)

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Inclusion Questionnaire for Educators (In: Salend, S. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and Special Education*, 20(2), 114-126.)

Inclusion Questionnaire for Educators (In: Salend, S. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and Special Education*, 20(2), 114-126.)

Indicators of Successful Inclusive Schools (In: Beninghof, A. M. (1995). *Ideas for inclusion: The school administrator's guide*. Longmont, CO: Sopris West). (AE)

Perceptions About Inclusive Schooling Practices (Adapted from instrument in: Shinsky, E. J. (1992). *Techniques for including students with disabilities*. Lansing, MI: Shinsky Seminars, Inc. (AE)

Survey about use of instructional materials:
Checklist of Prevailing Instructional Materials and Methods (CAST, nd) (AE)

Survey about professional development practices:
Standards for Staff Development. (In: National Staff Development Council (2001). *Standards for staff development (revised)*. Oxford, OH: author).

Checklist of approaches used to find common planning time:
Finding Time to Collaborate (McGregor, adapted from Raywid & NEA, nd) (AE)

2. School Climate and Structure

Research and Practice Literature
Battistich, V., Schape, E., & Wilson, N. (2004). Effects of an elementary school intervention on students' "connectedness" to school and social adjustments during middle school. <i>The Journal of Primary Prevention</i> , 24(3), 243-262. (JR)
Benninga, J. S., Berkowitz, M. .W., Kuehn, P., & Smith, K. (2006). Character and academics: What good schools do. <i>Phi Delta Kappan</i> , 87(6), 448-452. (JP)
Berkowitz, M. W., & Bier, M. C. (2004). Research-based character education. <i>The Annals of the American Academy of Political and Social Science</i> , 591(1), 72-85. (JRR)
Copeland, S. R., Hughes, C., Carter, E. W., Guth, C., Presley, J. A., Williams, C. R., & Fowler, S. E. (2004). Increasing access to general education: Perspectives of participants in a high school peer support program. <i>Remedial and Special Education</i> , 25(6), 342-352. (JR)
Glickman, C. D. (2003). Symbols and celebrations that sustain education. <i>Educational Leadership</i> , 60(6), 34-39. (JP)

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- Hasbrouck, J. E., & Christen, M. H. (1997). Providing peer coaching in inclusive classrooms: A tool for consulting teachers. *Intervention in School and Clinic, 32*(3), 172-177.
- Haynes, N. A., Emmons, C., & Ben-Avie, M. (1997). School climate as a factor in student adjustment and achievement. *Journal of Educational and Psychological Consultation, 8*(3), 321-329. (JP)
- Hunt, P., Alwell, M., Farron-Davis, F., & Goetz, L. (1996). Creating socially supportive environments for fully included students who experience multiple disabilities. *Journal of the Association for Persons with Severe Handicaps, 21*(2), 53-71.
- Leming, J. S. (2000). Tell me a story: An evaluation of a literature-based character education program. *Journal of Moral Education, 29*(4), 413-428. (JR)
- Miller, K. J., & Sessions, M. M. (2005). Infusing tolerance, diversity, and social personal curriculum into inclusive social studies classes using family portraits and contextual teaching and learning. *Teaching Exceptional Children Plus, 1*(3), Article 1. (JP)
- Pavri, S., & Monda-Amaya, L. (2001). Social support in inclusive schools: Student and teacher perspectives. *Exceptional Children, 67*(3), 391-411. (JR)
- Roach, A. T., & Kratochwill, T. R. (2004). Evaluating school climate and school culture. *Teaching Exceptional Children, 37*(1), 10-17. (JP)
- Salisbury, C. L., & McGregor, G. (2002). The administrative climate and context of inclusive elementary schools. *Exceptional Children, 68*, 259-274. (JR)
- Schaps, E. (2003). Creating a school community. *Educational Leadership, 60*(6), 31-33. (JP)
- Schaps, E., Battistich, V., & Solomon, D. (2003). Community in school as key to student growth: Findings from the Child Development Project. In J. Zins, R. Weissberg, M. Wang, & H. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (Pp. 189-205). New York: Teachers College Press. (B)
- Solomon, D., Schaps, E., Watson, M., & Battistich, V. (1992). Creating caring school and classroom communities for all students. In R. A. Villa, J. S. Thousand, W. Stainback & S. Stainback (Eds.), *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools* (pp. 41-60). Baltimore: Paul Brookes. (B)
- Williams, L. J., & Downing, J. E. (1998). Membership and belonging in inclusive classrooms: What do middle school students have to say? *Journal of the Association for Persons with Severe Handicaps, 23*(2), 98-110. (JR)

Supplementary Data Collection Tools

Are We Really a Team? (In: Thousand, J. S., & Villa, R. A. (1992). Collaborative teams: A powerful tool in school restructuring. In R. A. Villa, J. S. Thousand, W. Stainback & S. Stainback (Eds.), *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools* (pp. 103-105). Baltimore: Paul Brookes.) (AE)

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- Classroom Environment Scale. (Moos, R. H., & Trickett, E. J. (1975). *Classroom Environment Scale* (components of Socioal Climate Scales). Palo Alto, CA: Consulting Psychologists Press.
- Collaborative Work Environment Self-Assessment (Adapted from: Roy, P., & O'Brien, P. (1989, November). *Collaborative school: So what! So what!* Paper presented at the Annual conference of the National Staff Development Council, Anaheim, CA). (AE)
- Inclusive Practices Student Survey (In: Benerji, M., & Dailey, R. (1995). A study of the effects of inclusion for student with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522. (AE)
- My Class Inventory. (From: Fraser, B. J. (1989). *Assessing and improving classroom environment*. Western Australia: Curtin University: Key Centre for School Science and Mathematics.
- Student Collaboration Quiz (In: Villa, R. A., & Thousand, J. S. (1992). Student collaboration. An essential for curriculum delivery in the 21st Century. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms. Facilitating learning for all students* (pp. 117-142). Baltimore: Paul Brookes.) (AE)
- Schoolwide Effective Behavioral Support Self-Assessment Survey (AE)
- Schoolwide Evaluation Tool (Horner et al., 2004) (AE)

3. Student Placement Practices

Research and Practice Literature

- Blackman, H. P. (1989). Special education placement: Is it what you know of where you live? *Exceptional Children*, 55(5), 459-462. (JP)
- Danielson, L. C., & Bellamy, G. T. (1989). State variation in placement of children with handicaps in segregated environments. *Exceptional Children*, 55(5), 448-455. (JR)
- Elbaum, B. (2002). The self-concept of students with learning disabilities: A meta-analysis of comparisons across different placements. *Learning Disabilities Research and Practice*, 17, 216-226. (JRR)
- Giangreco, M. F., Broer, S. M., & Edelman, S. W. (1999). The tip of the iceberg: Determining whether paraprofessional support is needed for students with disabilities in general education settings. *Journal of the Association for Persons with Severe Handicaps*, 24, 281-291. (JP)
- Janney, R. E., Snell, M. E., Beers, M. K., & Raynes, M. (1995). Integrating students with moderate and severe disabilities in general education classes. *Exceptional Children*, 61, 425-429. (JR)
- Mueller, P. H., & Murphy, F. V. (2001). Determining when a student requires paraeducator support. *Teaching Exceptional Children*, 33(6). (JP)

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- Thomas, S. B., & Rapport, M. K. (1998). Least restrictive environment: Understanding the direction of the Courts. *The Journal of Special Education, 32*(2), 66-78. (JP)
- Tucker, J. A. (1989). Less required energy: A response to Danielson and Bellamy. *Exceptional Children, 55*(5), 456-458. (JP)
- Wiener, J., & Tardif, C. (2004). Social and emotional functioning of children with learning disabilities: Does special education placement make a difference? *Learning Disabilities Research and Practice, 19*(1), 20-32. (JR)
- Yell, M. L., & Katsiyannis, A. (2004). Placing students with disabilities in inclusive settings: Legal guidelines and preferred practices. *Preventing School Failure, 49*(1), 28-35. (JP)

Supplementary Data Collection Tools

- Student Perceptions of Classroom Support. (In: O'Rourke, J., & Houghton, S. (2006). Students with mild disabilities in regular classrooms: The development and utility of the Student Perceptions of Classroom Support scale. *Journal of Intellectual and Developmental Disabilities, 31*(4), 232-242.)
- Support Mapping Strategy (In: York-Barr, J., Kronberg, R. M., & Doyle, M. B. (1996). *Creating inclusive school communities. A staff development series for general and special educators. Module 4. Collaboration: Redefining roles, practices and structure.* Baltimore: Paul Brookes.

4. Collaborative Practices

Research and Practice Literature

- Creasy, M. S., & Walther-Thomas, C. (1996). Using planning teams to implement inclusive education effectively. *Preventing School Failure, 41*(1). (JP)
- Dieker, L. A. (2001). What are characteristics of "effective" middle and high school co-taught teams for students with disabilities? *Preventing School Failure, 46*(1), 14-23. (JR)
- Gerber, P. J. & Popp, P. A. (2000). Making collaborative teaching more effective for academically able students: Recommendations for implementation and training. *Learning Disability Quarterly, 23*(3), 229-236. (JP)
- Gerber, S. (1991). Supporting the collaborative process. *Preventing School Failure, 35*(4), 48-52. (JP)
- Hunt, P., Soto, G., Maier, J., & Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional Children, 69*(3), 315-332. (JR)
- Idol, L. (1998). Collaboration in the schools: A master plan for staff development. *Journal of Educational and Psychological Consultation, 9*(2), 155-163. (JP)

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- Kovaleski, J. F., Gickling, E. E., Horrow, H., & Swank, P. R. (1999). High versus low implementation of instructional support teams. *Remedial and Special Education, 20*(3), 179-183. (JR)
- Magiera, K., Lawrence-Brown, D., Bloomquist, K., Foster, C., Figueroa, A., Glatz, K., Huppeler, D., & Rodriguez, P. (2006). On the road to more collaborative teaching: One school's experience. *Teaching Exceptional Children Plus, 2*(5), Article 6. (JCS)
- Magiera, K., & Zigmund, N. (2005). Co-teaching in middle school classrooms under routine conditions: Does the instructional experience differ for students with disabilities in co-taught and solo-taught classes? *Learning Disabilities Research, 20*(2), 79-85. (JR)
- Pugach, M. C., & Wesson, C. (1995). Teachers' and students' view of team teaching of general and learning disabled students in two fifth-grade classes. *The Elementary School Journal, 95*, 279-295. (JR)
- Raywid, M. (1993). Finding time for collaboration. *Educational Leadership, 51*(1), 30-34. (JP)
- Salisbury, C. L., Evans, I. M., & Palombaro, M. M. (1997). Collaborative problem-solving to promote the inclusion of young children with significant disabilities in primary grades. *Exceptional Children, 63*, 195-209.
- Schnorr, . F., & Davern, L. (2005). Creating exemplary literacy classrooms through the power of teaming. *The Reading Teacher, 58*(6), 494-506. (JP)
- Slonski-Fowler, K. E., & Truscott, S. D. (2004). General education teachers' perceptions of the preferral intervention team process. *Journal of Educational and Psychological Consultation, 15*(1), 1-39. (JR)
- Tichenor, M. S., Heins, B., & Piechura-Couture, K. (2000). Parent perceptions of a co-taught inclusive classroom. *Education, 120*(3), 569-574. (JR)
- Villa, R. A., Thousand, J. S., Nevin, A. I., & Malgeri, C. (1996). Instilling collaboration for inclusive schooling as a way of doing business in public education. *Remedial and Special Education, 17*(3), 169-181. (JP)
- Wade, S. E., Welch, M., & Jensen, J. B. (1994). Teacher receptivity to collaboration: Levels of interest, types of concern, and school characteristics as variables contributing to successful implementation. *Journal of Educational and Psychological Consultation, 5*(3), 177-209. (JR)
- Wallace, T., Anderson, A. R., & Bartholomay, T. (2002). Collaboration: An element associated with the success of four inclusive high schools. *Journal of Educational and Psychological Consultation, 13*(4), 349-381. (JR)

Supplementary Data Collection Tools

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Individual and Group Collaboration Assessment of Collaboration Skills (In: Thousand, J. S., & Villa, R. A. (1992) In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools* (pp. 91-94). Baltimore: Paul Brookes.) (AE)

Team Effectiveness Scale (AE)

Resource Teacher-General Education Teacher Interaction Scale

Roles and Responsibilities Checklist (In: Snell, M. E., & Janney, R. J. 2004). *Collaborative teaming*. Baltimore: Paul Brookes.) (AE)

5. Student, Family and Community Involvement

Research and Practice Literature
<p>Cook, B. G., & Semmel, M. I. (1999). Peer acceptance of included students with disabilities as a function of severity of disability and classroom composition. <i>The Journal of Special Education, 33</i>, 50-61. (JR)</p> <p>Fisher, D., Pumpian, I., & Sax, C. (1998). High school students attitudes about and recommendations for their peers with significant disabilities. <i>Journal of the Association for Persons with Severe Handicaps, 23</i>, 272-280. (JR)</p> <p>Fox, L., Vaughn, B. J., Dunlap, G., & Bucy, M. (1997). Parent-professional partnerships in behavioral support: A qualitative analysis of one family's experience. <i>Journal of the Association for Persons with Severe Handicaps, 22</i>, 198-207. (JCS)</p> <p>Henderson, A. T., & Berla, N. (1994). <i>A new generation of evidence: The family is critical to student achievement</i>. Washington, DC: National Committee of Citizens in Education. (B)</p> <p>Salend, S. J. (2006). Explaining your inclusion program to families. <i>Teaching Exceptional Children, 38</i>(4), 6-11. (JP)</p>
Supplementary Data Collection Tools
<p>Inclusive Practices Parent Survey (In: Benerji, M., & Dailey, R. (1995). A study of the effects of inclusion for student with specific learning disabilities. <i>Journal of Learning Disabilities, 28</i>(8), 511-522. (AE)</p>

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Part 2: Classroom Practices that Support Students with Diverse Needs

6. Instructional Planning

Research and Practice Literature
<p>Acrey, C., Johnstone, C., & Milliglan, C. (2005). Using Universal IDesign to unlock the potential for academic achievement of at-risk learners. <i>Teaching Exceptional Children</i>, 38(2), 22-31. (JP)</p> <p>Bremer, C. D., Clapper, A. .T., Hitchcock, C., Hall, T., & Kachgal, M. (2002). Universal design: A strategy to support students' access to the general education curriculum. <i>Information Brief</i>, 1(3), 106. Available online at: www.ncset.org. (JP)</p> <p>Ciborowski, J. (1995). Using textbooks with students who cannot read them. <i>Remedial and Special Education</i>, 16(2), 90-101. (JP)</p> <p>Clayton, J., Burdge, M., Denham, A., Kleinert, H. L., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant disabilities. <i>Teaching Exceptional Children</i>, 38(5), 20-27. (JP)</p> <p>Creasy, M. S., & Walther-Thomas, C. (1996). Using planning teams to implement inclusive education effectively. <i>Preventing School Failure</i>, 41(1). (JP)</p> <p>Hall, T., Strangman, N., & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. Effective classroom practices report. Retrieved online at: http://www.cast.org/publications/ncac/ncac_diffinstructudl.html. (JP)</p> <p>Heron, E., & Jorgensen, C. (1994/95). Addressing learning differences form the start. <i>Educational Leadership</i>, 52(4), 46-58. (JP)</p> <p>Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum. Universal design for learning. <i>Teaching Exceptional Children</i>, 35(2), 8-17. (JP)</p> <p>Hoover, J. J., & Patton, J. R. (2004). Differentiating standards-based education for students with diverse needs. <i>Remedial and Special Education</i>, 25(2), 74-78. (JP)</p> <p>Jitendra, A. K., Edwards, L. L., Choutka, C. M., & Treadway, P. S. (2002). A collaborative approach to planning in the content areas for students with learning disabilities: Accessing the general curriculum. <i>Learning Disabilities Research and Practice</i>, 17(4), 252-267. (JP)</p> <p>Jorgensen, C. M. (1996). Designing inclusive curricula right from the start. In S. Stainback & W. Stainback (Eds.), <i>Inclusion: A guide for educators</i> (pp. 221-236). Baltimore: Paul Brookes. (B)</p> <p>Klingner, J. K., & Vaughn, s. (1999). Students' perceptions of instruction in inclusion classrooms: Implications for students with learning disabilities. <i>Exceptional Children</i>, 66(1), 23-37. (JRR)</p>

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- Michael, M. G., & Trezek, B. J. (2006). Universal design and multiple literacies: Creating access and ownership for students with disabilities. *Theory Into Practice*, 45(3), 311-318. (JP)
- Schumm, J. S., & Vaughn, S. (1992). Planning for mainstreamed special education students. *Exceptionality*, 3, 81-90. (JP)
- Schumm, J. S., Vaughn, S., & Harris, J. (1997). Pyramid power for collaborative planning. *Teaching Exceptional Children*, 29(6), 62-66. (JP)
- Schumm, J. S., Vaughn, S., & Leavell, A. G. (1994). Planning pyramid: A framework for planning for diverse student needs during content area instruction. *The Reading Teacher*, 47(8), 608-615. (JP)
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¹**Key to Resource Coding:** JR = journal article/research; JRR - journal article/review of research; JCS - Journal Article/Case Study; JP - Journal article/practice; B - book/practice oriented; **AE** = available electronically

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