New Jersey State Department of Education,  
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Developed by Orah Raia for the Inclusion Institute

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Curriculum and Instructional Adaptations

Print Materials:
Armstrong, T. (2000.) *Multiple intelligences in the classroom* (2nd Ed.) Alexandria, VA: Association for Supervision and Curriculum Development. Armstrong has updated this guide for educators to incorporate new research from Howard Gardner and others. This second edition includes updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more. Available at: [http://www.ascd.org](http://www.ascd.org).


Cole, S., Horvath, B., Chapman, C., Deschenes, C. Ebeling, D. G., & Sprague, J. (2000). *Adapting curriculum & instruction in inclusive classrooms: A teacher’s desk reference.* (2nd Ed.). Bloomington, IN: The Center on Education and Lifelong Learning. This book is designed to meet the needs of general education teachers as well as teachers of students with disabilities and assist them as they face the challenge of teaching an increasingly diverse group of learners. The adaptation process and the strategies and examples provided are appropriate for students at all grade levels and may be applied to all subject areas of the curriculum. Available at: [http://www.iidc.indiana.edu/~cedir/public.html](http://www.iidc.indiana.edu/~cedir/public.html).


Videos:
Adapting Curriculum & Instruction in Inclusive Classrooms. VHS Video (48 min.). Bloomington, IN: The Center on Education and Lifelong Learning. This videotape accompanies the Teacher's Desk Reference and provides actual teacher practices from elementary to high school. Available at:

Tomlinson, C.A. (1997). The Differentiating Instruction Video Series: Alexandria, VA: Association for Supervision and Curriculum Development. 2 VHS Videos, 45 min. each. Tape 1: Creating Multiple Paths for Learning explores the principles of differentiated instruction and how it changes the learning environment. Tape 2: Instructional and Management Strategies presents a variety of strategies teachers can use to support a differentiated classroom and to prepare students to work in that environment. The 166-page Facilitator’s Guide provides detailed activities for five workshops: a short orientation session and a full-day session for each tape, and a full-day session combining both tapes. The guide includes an introduction to differentiated instruction, workshop agendas and detailed activities, handouts, overhead masters, a resource list, and readings. Available at:

Instructional Strategies

Print Materials:

Blueprints for a collaborative classroom. Oakland, CA: Developmental Studies Center. Provides more than 250 activity suggestions to enable you to employ collaborative practices into the classroom. Available at:


Downing, J.E. Ph.D. (1996). Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers. Baltimore, MD: Paul H. Brookes Publishing Co. Provides instructors the guidance needed to educate learners who have sensory, cognitive and/or physical disabilities and emphasizes the compatibility of methods of teaching students with and without disabilities. Available at:

Giangreco, M.F. Ph.D., Cloninger, Chigee J., Ph.D., and Iverson, Virginia Salce, M.Ed. (1998). COACH: Choosing Outcomes and Accommodations for Children: A guide to educational planning for students with disabilities (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Co. Flexible planning tool is user-friendly, family oriented, and focused on life outcomes such as social relationships and participation in typical home,
school, and community activities. Available at: http://www.pbrookes.com/.

Giangreco, M.F., Ph.D. (Ed.) (1999). *Quick-Guides to inclusion*. Baltimore, MD: Paul H. Brookes Publishing Co. This user-friendly guide offers essential information and brief, to-the-point advice for improving inclusive skills. The spiral-bound handbook consists of five Quick-Guides, each one devoted to a relevant topic such as: including students with disabilities in the classroom; building partnerships with parents; creating partnerships with paraprofessionals; getting the most out of support services; and creating positive behavioral supports. Available at: http://www.pbrookes.com/.


Giangreco, M.F. Ph.D. (Ed.) (2002). *Quick-Guides to inclusion 3*: Featuring the same easy-to-use format and friendly tone as the first two Quick-Guides, this third volume in the series gives readers fast, reliable information on five more inclusion topics: Literacy, Self-Determination, Friendship, Differentiated Instruction, and High School Inclusion Available at: http://www.pbrookes.com.


Thousand, J., Ph.D., Villa, R.A., Ed.D. & Nevin, A.I., Ph.D. (Eds.) (1994). *Creativity and collaborative learning A practical guide to empowering students and teachers*. Baltimore, MD: Paul Brookes Publishing Co. Provides research-based teaching strategies, sample lesson plans, illustrative case studies, hands-on instructional materials are also provided to help educators meet their students’ varying educational and psychological


Videos:

Lipsky, D. K. & Gartner, A. Standards & Inclusion: Can we have both? Port Chester, NY: National Professional Resources. Offers a firsthand look at how schools across the country are meeting the academic needs of all students in general education environments. And educators will be able to put their successful strategies to work immediately in their own classrooms. Available at: http://www.pbrookes.com.


Early Childhood

Print Materials:


Preschool Inclusion Manual. This on-line manual contains 10 chapters which include information such as collaborative community agreements; implementing family-guided values in preschool programs and supporting children in inclusive programs. Available at: http://www.circleofinclusion.org/english/pim/

Moore, L.O., Ph.D. Inclusion: Strategies for working with young children. A resource guide for teachers, childcare provider and parents. The developmentally based strategies in this resource focuses on children between the ages of three and seven. This publication will help younger students who need additional challenges and the older students who may be developmentally delayed. Available at: http://www.peytral.com.

Inclusion in Middle and Secondary Grades

Print Materials:
Bauer, M., Ed.D. & Myree, G., M.S. (Eds.) (2001). Adolescents and inclusion: Transforming secondary schools. Baltimore, MD: P. Paul H. Brookes Publishing Co. The teachers and staff of Purcell Marian High School share their proven strategies for supporting students with mild to severe disabilities in an inclusive high school. The strategies, procedures, practices, and examples presented are real and come from these experts in the field who have a commitment to serving all students in a safe and positive setting. Available at: http://www.pbrookes.com.


Videos:

Collaboration

Print Materials:


Lee, P., Ed.D. (1997). Collaborative practices for educators; strategies in effective communication Each chapter in this guide targets a specific skill area -based on the six principal areas of communication. An attention getting, thought-provoking chart compares what teachers often do with students to what is sometimes done with
adults. This publication continues with 60 strategies and 180 practices that can be used alone, with another person, or as a group. The ideas may be used in any order. Available at: http://www.peytral.com.


**Videos:**


Friend, M. The power of two: Making a difference through co-teaching. Port Chester, NY: National Professional Resources, Inc. Videotape and manual. This video provides an in-depth look at co-teaching partnerships. Experienced co-teachers and experts offer strategies and tactics for addressing the related pragmatic issues that occur both inside and outside the classroom. Making co-teaching successful at elementary through high school levels is emphasized. A 35 page Facilitator’s Manual accompanies this video. $149.00 VHS 42 minutes. Available at: http://www.peytral.com.

Friend, M. (2000). Complexities of collaboration: Elementary, middle and high school teachers. Forum on Education, Trustees of Indiana University. Demonstrates five dilemmas of collaborative practices with Marilyn Friend. Significant dilemmas that occur when school professionals work together. Each dilemma can be viewed separately or in combination with the other segments. These segments provide the stimulus for collaborators to examine their own relationships with their partners and team members. VHS video / 54 minutes. Available at: http://www.peytral.com.

**disAbility Awareness**

**Print Materials:**

Grenot-Scheyer, M., Ph.D., Fisher, M., Ph.D., & Staub, D., Ph.D. (Eds.) (2001). At the end of the day: Lessons learned in inclusive classrooms. Baltimore, MD: Paul H. Brookes Publishing Co. This encompasses eight case studies featuring diverse children with varying disabilities, from preschool to high school that show how including them in the classroom affects families, teachers, and other students. Provides educators with effective strategies for developing meaningful and appropriate learning and social experiences for their students. Available at http://www.pbrookes.com.


Miller, N.B., Ph.D., M.S.W. & Sammons, C.C., Ph.D., L.C.S.W. (1999). Everybody’s different: Understanding and changing our reactions to disabilities. Baltimore, MD: Paul H. Brookes Publishing Co. this book openly discusses mental and emotional obstacles to effective communication between people with and without disabilities and examines ways to become more at ease with the concept of disability. Featuring activities and exercises that encourage self-examination, this guide helps people to create more enriching personal relationships and to work toward a fully inclusive society. Available at http://www.pbrookes.com.
Annotated Bibliography | TOOLS FOR TEACHERS | 83


Smith, S., M. A. (1994). *Different is not bad, different is the world*. Longmont, CO: Sopris West. This children’s book and audiotape teaches students that it’s okay to be “different.” They will learn about their own and others’ disabilities and innate worth as well as about understanding and empathizing. Students are also introduced to successful historical figures who had disabilities. The message of this resource is to respect and prize diversity. Available at: [http://www.sopriswest.com](http://www.sopriswest.com).

**Videos:**

LaVoie, R, *F.A.T. City: How difficult can this be* PBS Video. VHS video, 70 min. LaVoie presents a series of simulations to teachers, counselors and parents designed to emulate the daily experience of children with learning disabilities. Includes a discussion guide for group presentations. Available at: [http://www.nprinc.com/](http://www.nprinc.com/).

LaVoie, R. *Last one picked, first one on*. PBS Video. VHS, 68 min. This video will help you understand the self-esteem impact of social deficits faced by students with learning disabilities. It shows teachers and parents how to help students with learning disabilities succeed in everyday situations, especially social interactions, where they often experience failure and alienation. Available at [http://www.nprinc.com](http://www.nprinc.com).

**Peer Supports**

**Print Materials:**


Hill, L. (1999). *Connecting kids: Exploring diversity together*. Duncan, BC, Canada: Building Bridges. This book shows you how to guide children to enjoyably explore the challenges of living, learning, and playing in diverse communities. Provides strategies for guiding children to explore diversity together, twenty inclusive connecting skills defined and clearly described; hundreds of cooperative games and creative activities organized according to which connecting skill is being learned and practiced. Available at: [http://www.island.net/~bridges/](http://www.island.net/~bridges/).


**Positive Behavior Supports**

**Print Materials:**


**Videos:**
LaVoie, R. When the chips are down. PBS Video. PBS Video. VHS video, 62 min. This video gives tips for dealing effectively with behavior problems of students with disabilities. It teaches preventative discipline to stop problems before they start. Help create a stable, predictable learning environment that helps children flourish. Available at: http://www.nprinc.com.
Support Personnel

Printed Materials:


Rainforth, B., Ph.D., PT., & York-Barr, J., Ph.D., PT. (1997). Collaborative teams for students with severe disabilities: Integrating therapy and educational services. (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Co. Included are easy-to-follow processes for identifying team scheduling, developing IEPs, co-teaching, conducting meetings, assuming multiple roles, addressing issues as a group, making decisions by consensus, resolving professional differences, and communicating with parents. Available at: http://www.pbrookes.com.

Videos:


School Reform

Printed Materials:


### Research

**Print Materials:**

Bunch, G. & Valeo, A. (1997). *Inclusion: Recent research*. Toronto, Canada: Inclusion Press. Snapshot summaries of the key findings in inclusion. Carefully referenced so you can go to the original sources but also provides summaries, which allow you to grasp the essence. Available at: [http://www.inclusion.com](http://www.inclusion.com).