EVERYONE INCLUDED
REDEFINING SPECIAL EDUCATION AND STUDENT SUPPORT FOR TODAY’S TEACHER

STUDY GUIDE A Culture of Inclusion

Explain how inclusive education is appropriate both legally (include relevant U.S. special education law and legal terms) and as a matter of basic human rights.

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Evaluate the following statements and determine whether they are true or false. If the statements are false, rewrite them with correct information.

______ Most students who are below grade level qualify for special education.
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______ Visitors to successful inclusive classrooms are frequently unable to determine which students receive special education services and which teacher specializes in special education.
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______ Inclusive classrooms improve the quality of instruction by forcing teachers to adapt their instruction to meet the needs of students with a broader variety of abilities and learning styles.
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______ Hallmarks of effective inclusive education include frequent communication, flexible grouping, and monthly formative assessment.
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Inclusive classrooms frequently lower the academic expectations of the entire group.

Imagine that you have been recently hired as a consultant to close the student achievement gap in a struggling school using inclusive educational practices. In this school, there is a group of teachers and parents who are concerned that inclusive practices would be distracting to students without IEPs and an unfair strain to general education teachers.

Using information from the video, defend inclusion as a way to improve the performance of all students.