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Curriculum Design

Statement of Purpose

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**Accommodations in the Inclusive Classroom**

**STATEMENT OF PURPOSE**

Educators in K-12 public schools are expected to provide appropriate accommodations that students with disabilities need in order to have equal access to grade level curriculum when in the inclusion setting. The Individuals with Disabilities Education Improvement Act (IDEA, 2004) guarantees children with disabilities a free, appropriate public education (FAPE) in the least restrictive environment (LRE). Section 504 of the 1973 Rehabilitation Act also ensures that students with disabilities have the same access to education as their nondisabled peers. Furthermore, according to No Child Left Behind (NCLB, 2001) students with disabilities must be provided the appropriate accommodations necessary to participate in statewide assessments. As a result of these mandates, educators must be knowledgeable and have the ability to meet the diverse needs of students who receive their primary instruction in the general education classroom.

An issue teachers face in public schools is that they are not always confident in their knowledge and skills for planning adaptations for students with disabilities (Scott, Vitale & Masten, 1998). A barrier to student success can be teacher misconceptions and negative attitudes towards inclusion and implementing accommodations in the classroom. Scott, Vitale, & Masten (1998) note that factors affecting implementation include teacher characteristics, training, and support. Research shows that a challenge for educators is to decide which accommodations will help students learn new skills and knowledge and demonstrate what they’ve learned (Shriner & DeStefano, 2003). Consequently, failure to provide adequate training and support to teachers may negatively impact students and how they succeed in school.

This curriculum is designed to help educators overcome challenges they face with implementation of accommodations in the general education classroom. The definition and purpose of accommodations, mandates that protect students with disabilities, types and uses of accommodations, and the selection & evaluation process will be examined in this course. The curriculum will be designed to meet educator’s needs in the classroom by exposing them to topics/concepts that are relevant to their daily responsibilities. Misconceptions will be addressed and clarified. The ultimate goal of this professional development curriculum is that students will benefit from their teacher’s knowledge, leading to equal access to grade level curriculum. Through effective inclusive education, children with disabilities will remain on the path that leads to an adult life as a participating member in society (Tomko, 1996).

REFERENCES

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Public Law 93-112, (September 26, 1973) *Section 504 of the 1973 Rehabilitation Act*