

**CASE STUDIES FOR
INCLUSION IN EDUCATION**

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**Strategies and Guidelines for Educating Students with
Disabilities in the General Education Environment**

By

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CHARLES C THOMAS • PUBLISHER • LTD.
Springfield • Illinois • U.S.A

Published and Distributed Throughout the World by

CHARLES C THOMAS • PUBLISHER, LTD.
2600 South First Street
Springfield, Illinois 62704

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ISBN 978-0-398-09340-2 (paper)
ISBN 978-0-398-09341-9 (ebook)

Library of Congress Catalog Card Number: 2020018159 (print)
2020018160 (ebook)

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*Printed in the United States of America
MM-C-1*

Library of Congress Cataloging-in-Publication Data

Names: Storey, Keith, 1956– author.
Title: Case studies for inclusion in education : strategies and guidelines
for educating students with disabilities in the general education
environment / by Keith Storey.
Description: Springfield, Illinois : Charles C Thomas, Publisher, Ltd.,
2020. | Includes bibliographical references and index.
Identifiers: LCCN 2020018159 (print) | LCCN 2020018160 (ebook) |
ISBN 9780398093402 (paperback) | ISBN 9780398093419 (ebook)
Subjects: LCSH: Children with disabilities—Education—Case studies. |
Inclusive education—Case studies. | Special education—Case studies.
Classification: LCC LC4015 .S765 2020 (print) | LCC LC4015 (ebook)
| DDC 371.9—dc23
LC record available at <https://lcn.loc.gov/202001859>
LC ebook record available at <https://lcn.loc.gov/202001860>

I have been fortunate to finish my career working at Juvo Autism and Behavioral Health Services. A great place to work and full of very talented, very bright, and very young (!) people. I dedicate this book to the clinical staff that I worked directly with on cases: Clara Ackerman, Shelby Beauchamp, Sasha Benwell, Jenifer Caceras, Melissa Colmenares, Katheryn Craytonshay, Iyana Davis-Johnson, Erika Dawn, JC Escobar, Shanine Evangelists, Paula Fortune, Michelle Garibay, Martha Gonzalez, Alissa Greenberg, Allison Harger, Erwin Higueros, John Hines, Melinda King, Anita Lind-Mikkelsen, Kana Lopez, Jess Magallon, Alexis Marona, Jessica Martinez, Cedric McBane, Maddy McClinton, Autumn McCloskey, Zulema Montes De Oca, Philip Moore, Kristin Ojala (the best supervisor that I had in my career), Jeffrey Paular, Joan Phillips, William Railson, Janide Reyes, Sheri Roberson, Norma Sanchez, Devra Sholinbeck, Dami Shonaike, Jessica Victor, Jamie Wilson, Adriel Wong, and Jai Yee. And a special thanks to Dr. Mel Dauster.

PREFACE

Scope

The intent of this book is to serve as a guide for teachers, teachers in training, and other service providers to engage in understanding and analyzing inclusion to help prepare them for how they can best teach and serve all students, including those with a disability. These case studies provide a guide for analyzing real life situations and will help readers to become a better teacher and service provider. Too often the inclusion planning process only looks at a few areas and not a comprehensive analysis of skill and support needs. This book provides the framework for analyzing these areas.

My approach is to write in a non-technical style and provide case study examples and guides for assisting readers in analyzing and understanding appropriate supports and interventions for inclusion. In this book, I provide a system for teachers, teachers in training, and others (school psychologists, behavior specialists, classroom assistants, etc.) to analyze inclusion and to understand how supports and instruction can be used to best educate students with disabilities.

Purpose

This book responds to a critical need for highly qualified personnel who will become exemplary professionals in inclusive education for students with disabilities because of their advanced knowledge, skills, and experiences in working with students with varying disabilities. The exploration of inclusion needs to be situated within a context, which, in this book, is the use of the case studies for understanding and analysis.

An advantage of this book is that universities, school districts, and organizations preparing teachers can easily use it in courses or trainings that address inclusive education as the case studies comprehen-

sively cover methodology and issues that represent best practices and evidence-based methods in this area. Those who are already teachers or other support providers will find the case studies to be practical and helpful for increasing their skills in applied settings. I see three main groups who would primarily be interested in this book:

The first is teachers (or other professionals) in training (college teacher preparation programs). The second is teacher (or other professionals in the field) who are interested in learning more about inclusion or are involved in teacher in-service training regarding inclusion. The third group is college instructors teaching courses in Inclusive Education. College instructors are likely to choose the book based upon:

- a. The consistent format throughout the book.
- b. The “practicality” and “readability” of the book for students in college.
- c. The comprehensive analysis and coverage of developing supports and services for students with disabilities.
- d. The direct applicability of the case studies to applied settings.
- e. The ability to use the case studies as assignments and/or exams.

Plan

There are 10 case studies in the book with five providing complete analysis and five that provide a description of the case with the components for analysis that readers can use for their own education and that professors or other instructors can use in courses and/or trainings.

What it covers:

1. Overview of Inclusion
2. Overview of Case Studies
3. Five Case Studies with Complete Analysis
4. Five Case Studies with Partial Analysis
5. Appendix A: General References Related to Inclusion of Students with Disabilities
6. Appendix B: Organizations and Resources Regarding Inclusion
7. Appendix C: Empirical Research to Support that the Interventions Used in the Case Studies are Evidence-Based Practices

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**CASE STUDIES FOR
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OVERVIEW OF INCLUSION FOR STUDENTS WITH DISABILITIES

What is a Disability?

Students with a disability may be classified as having one (or more) of thirteen categories according to the Individuals with Disabilities Education Act of 2004 (<http://idea.ed.gov>) (other legislation and laws may have different disabilities categories and definitions). These are:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment, Including Blindness

These disabilities can occur in combination within an individual; for example, a student can have a Learning Disability and a Visual Impairment though only one disability is their “primary disability” in order to received special education services. Table 1.1 provides terms and definitions regarding disability and other related terms.

Table 1.1
TERMS AND DEFINITIONS

DISABILITY:	Refers to an attribute of a person. A functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc.
HANDICAP:	Refers to the source of limitations (e.g., attitudinal, legal, and architectural barriers), a situation or barrier imposed by society, the environment, or oneself.
IMPAIRMENT:	Implies diseased, damaged, or defective tissue.
DISORDER:	An upset of health or functioning. To disturb the normal physical or mental health of; to derange.
EXCEPTIONAL:	Any student whose physical attributes and/or learning abilities differ from the norm, above or below, enough so that an individualized program of special education is required.
HIDDEN DISABILITY:	A disability which is not physically/visually apparent.
TEMPORARILY ABLE BODIED:	A person who is currently without a disability.
HANDICAPISM:	A set of assumptions and practices that promote the differential and unequal treatment of people because of apparent or assumed physical, mental, or behavioral differences. (Bogdan & Biklen, 1977).
MEDICAL MODEL:	Disability is considered a defect or deficiency that can be located within the person and primary emphasis is on the etiology or causes of organic conditions that permit persons with different types of disabilities to be placed in separate diagnostic categories. A person's disability is a personal medical problem, requiring a medical solution.
ABLEISM:	A pervasive system of discrimination and exclusion that oppresses people who have mental, emotional and physical disabilities. . . . Deeply rooted beliefs about health, productivity, beauty, and the value of human life, perpetuated by the public and private media, combine to create an environment that is often hostile to those whose physical, mental, cognitive, and sensory abilities . . . fall out of the scope of what is currently defined as socially acceptable." [Rauscher & McClintock (1996). p. 198].

Table 1.1—Continued

NEUROTYPICAL SYNDROME:	Neurotypical syndrome is a neurobiological disorder characterized by preoccupation with social concerns, delusions of superiority, and obsession with conformity. Neurotypical individuals often assume that their experience of the world is either the only one, or the only correct one. NTs find it difficult to be alone. NTs are often intolerant of seemingly minor differences in others. When in groups NTs are socially and behaviorally rigid, and frequently insist upon the performance of dysfunctional, destructive, and even impossible rituals as a way of maintaining group identity. NTs find it difficult to communicate directly, and have a much higher incidence of lying as compared to persons on the autistic spectrum. NT is believed to be genetic in origin. Autopsies have shown the brain of the neurotypical is typically smaller than that of an autistic individual and may have overdeveloped areas related to social behavior. Tragically, as many as 9625 out of every 10,000 individuals may be neurotypical. There is no known cure for Neurotypical Syndrome. (http://isnt.autistics.org)
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What is Inclusion?

Students with disabilities have always been in general education environments. However, with greater awareness and knowledge of disabilities, an increase in legal rights of students and their parents, the availability of better diagnostic services, and more emphasis on providing for individual differences and abilities within the general education environment (for all students, with or without a disability which is known as “universal design”), students with disabilities have become a more recognizable part of the school population. Disability may be seen as part of the cultural and ethnic mix of students and well as part of the diverse learning styles and abilities of all students (Baglieri & Shapiro, 2012; Valle & Connor, 2010).

Inclusion has been difficult to define and measure. No single definition of inclusion enjoys consensus and a comprehensive definition has been elusive. Ford and Davern (1989) pointed out that inclusion is a complex social phenomenon while Mank and Buckley (1989) described inclusion as “in its simplest and most elegant form as a degree of community presence and participation for persons with disabilities that is no different from that enjoyed by persons without a disability label” (p. 320). Table 1.2 provides different definitions of inclusion that have been provided over the years in the professional literature.

Table 1.2
DEFINITIONS OF INCLUSION

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1. "Inclusion . . . means that students attend their home school with their age and grade peers. . . . Included students are not isolated into special classes or wings within the school. To the maximum extent possible, included students receive their in-school educational services in the general education classroom with appropriate in-class support." (National Association of State Boards of Education, 1992, p. 12).
 2. "Inclusion is a shared value which promotes a single system of education dedicated to insuring that all students are empowered to become caring, competent, and contributing citizens in an integrated, changing, and diverse society." (Kukic, 1993, p. 3).
 3. "An inclusive classroom setting is one in which the members recognize each other's individual differences and strive to support one another's efforts." (Putnam, 1993, p. xiii).
 4. Full inclusion is "an approach in which students who are disabled or at risk receive all instruction in a regular classroom setting; support services come to the student." (Hardman, Drew, Egan & Wolf, 1993, p. 485).
 5. Partial inclusion involves a student receiving most of their instruction in regular education settings, but the student may be "pulled out" to another instructional setting when it is deemed appropriate to their individual needs." (Hardman, 1994, p. 5).
 6. Inclusion is the term most commonly applied to the practice of educating students with moderate to severe disabilities alongside their chronological age peers without disabilities in general education classrooms within their neighborhood schools. Inclusion includes physical integration, social integration, and access to normalized educational, recreational, and social activities that occur in school. Inclusion does not necessarily imply that all students with disabilities will spend all day every day in a general education class or learn exactly the same things at the same mastery level as students without disabilities. (Alper, 2003, p. 15).
 7. In the inclusive school, all students are educated in the general education programs. Inclusion is when a student with special learning and/or behavioral needs is educated full time in the general education program. Essentially inclusion [*italics in original text*] means that the student with special education needs is attending the general school program, enrolled in age-appropriate classes 100% of the school day. (Idol, 2006, p. 4).
 8. . . . that students with disabilities are served primarily in the general education classroom under the responsibility of the general classroom teacher. (Mastropieri & Scruggs, 2010, p. 7).
 9. . . . all learners are welcomed full members at their schools and in the classrooms and that they are seen as the responsibility of all educators. It further implies that educators' strong preference is for these students to be educated with their peers without disabilities. (Friend & Bursuck, 2012, p. 6).
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