

Table 1
Percentage of Students in Different Educational Environments by Disability

Disability	General Class	Resource Room	Separate Class	Separate School	Residential Family	Home-Bound or Hospital
Autism	9.6	8.1	54.5	23.4	3.9	0.5
Deaf-Blindness	7.7	8.0	34.6	24.3	23.2	2.2
Hearing Impairments	30.6	20.0	30.6	7.0	11.6	0.2
Mental Retardation	8.6	26.1	57.0	7.0	0.7	0.5
Multiple Disabilities	9.1	19.8	44.1	21.8	3.2	2.0
Orthopedic Impairments	37.4	20.7	33.3	5.3	0.5	2.9
Other Health Impairments	40.0	27.0	21.3	1.8	0.4	9.4
Serious Emotional Disturbance	20.5	25.8	35.3	13.4	3.2	1.8
Specific Learning Disabilities	39.3	41.0	18.8	0.6	0.1	0.1
Speech or Language Impairments	87.5	7.6	4.5	0.3	0.04	0.05
Traumatic Brain Injury	22.3	23.5	30.2	18.3	2.6	3.0
Visual Impairments	45.2	21.3	18.3	4.1	10.6	0.5

Note. Adapted from **Eighteenth annual report to congress on the implementation of the individuals with disabilities education act**. U.S. Department of Education, 1996 (Report No. 1996-416-514/40003). Washington, DC: U.S. Government Printing Office.

Table 2
Inclusion Related Problems

Types of Problems	No. Identified	Problem Descriptions
Social or behavior problems	21	Student is viewed by the teacher or others as disruptive or lacking social skills typically associated with education in general classrooms
Instructional Problems	18	Special Education adaptations are not available (or withheld) in the regular classroom; the general education teacher is untrained regarding instructional needs of children with exceptionalities.
Peer or social acceptance	13	The child with a disability is not accepted, is teased or bullied by classmates or others.
Delivery of related services	7	Provision of related services results in limited access or exclusion from a regular classroom or school activity; scheduling of related services disrupts the regular class room; lack of communication between service providers.
General or systems problems	2	An overall administrative or professional environment that is not supportive of inclusion; lack of collaboration and consultation.
Access or mobility	1	Student excluded from a regular classroom or school activity due to a physical barriers or lack of adaptive equipment in the general classroom.

Note. From **Planning for inclusion: A comparison of individual and cooperative procedures**, by T. Hobbs, 1997, Unpublished doctoral dissertation, Florida State University, Tallahassee. Adapted with permission.

Table 3
School-Wide Solutions

Solution	Rationale
1. Administrative Leadership	Superintendents and building principals are curriculum leaders. Successful inclusive special education programs do not emerge without administrative investment. The proactive efforts of school administrators are needed to integrate people, materials, and ideas. The directed activities and energies of school leaders are crucial to the realization inclusive goals.
2. Adequate Planning Time	Time is needed by professionals and parents to plan adequately for the education of children with disabilities in general classrooms. Quality teamwork and collaboration among professionals are critical factors in all successful inclusive efforts. Failure to plan adequately can result in the need for even more time to repair hastily developed programs. Time for teachers, administrators and parents to meet and work together is necessary for effective inclusion.
Parent and Family Support	Parental and family involvement are prerequisites of all efforts to include children with disabilities effectively. Special education must be a seamless product developed collaboratively by school staff and families. Attempting inclusive education without such support is to deny the student, faculty and administrators access to key information and resources that can only be provided by families.
Community Support	Inclusive education requires ongoing community and public relations on the part of the school district and the individual school. Parents, community leaders and school district personnel must be systematically informed regarding the benefits and rationale for inclusive education. This process must include a basic understanding of special education law. Benefits to all children and the community at large to be derived from inclusion must be communicated.
Access to Information	The ability to access current information and research is critical to implementing inclusive education. Access to journals and other resources allows professionals to become well versed in current trends and demonstrably effective practices. In particular, access to internet sites can foster an increased level of connection with others struggling with the problems of inclusion and to on-line materials, strategies and innovations.
Reduced Class Size	Reducing the overall class size allows for accommodations, individualization of curriculum and increased collaboration associated with the provision of quality Special education in general education settings. Striving for workload balance for teachers shows professional respect; gives parents a knowledge that their child, and their child's education, is important to the school. Most importantly, the child has maximum exposure to the teacher.

Table 5
Recommended Solutions

Solution	Recommendations
1. Administrative Leadership	The principal should immediately exercise leadership in Jenny's case. Quality resolution of inclusion related problems are only possible when all participants are brought together by an involved leader. Leaving Jenny, her parents and the teachers to resolve this situation without appropriate administrative support would invite further problems. The administrator should schedule a new IEP as soon as possible. Key persons, including Jenny, her parents, teachers and others should be brought together to define and clarify the situation and proactively seek collaborative solutions.
2. Adequate Planning Time	Extra time will be needed to adequately plan for any change for Jenny. The site administrator should arrange concurrent schedules for involved teachers and should consider arranging a planning day for effected staff, supported by substitute teachers, to deal with this issue. Block scheduling, with time for routine problem solving meetings attended by school administrators and teachers, would help set the stage for quality teamwork and long term, proactive, decision making.
3. Parent and Family Support	Jenny and her family should be invited to tour their local elementary school, meet prospective teachers and begin a routine dialog with the local principal. Jenny's sister could be invited of help with the tour of "her" school and be enlisted as a potential tutor for Jenny. Her parents should be contacted prior to the IEP and invited to help draft inclusive goals for Jenny. At the IEP specific plans should be made for regular contact between teachers and family members.
4. Community Support	The superintendent and principal should make a systematic effort to present inclusive education as a desirable norm for public schools. Current policy statements should be updated to reflect an emphasis on inclusive education. Parents, whose children have been fully included, can be invited to share their problems and successes with others. Community groups that sponsor volunteers can be asked to help with tutoring and social activities in inclusive classrooms. Videos or other presentations describing the purpose and benefits of inclusion can be made available to parents groups and social service organizations.
5. Access to Information	Jenny's new teacher will need lots of high quality, current, information regarding educational adaptations for Jenny. The current Special Education teacher should share expertise and provide access to existing materials. The principal should insure routine access to the internet for all teachers in inclusive classrooms. Multiple web-sites covering every aspect of inclusive education are readily available. The internet offers teachers a rich source of in depth educational information and contact with others facing the same challenges.

Table 5 (Con't.)

Solution	Recommendations
6. Reduced Class Size	If Jenny is placed in a local 5th grade classroom the overall class size should be reduced slightly to accommodate the extra time needed by her teacher to offer appropriate adaptations and support. The Special Education teacher should assist with adapted materials and an instructional aid may be appropriate for some lessons. Jenny's teacher should be encouraged to use procedures such as peer tutoring and cooperative learning that maximize the creative use of available resources and that have an established track record for supporting inclusive education. It may be possible to reallocate some staff resources from Special Education into general education as more students like Jenny become fully included.
