

# Contents

---

<b>Preface</b>	<b>ix</b>
<b>Acknowledgments</b>	<b>x</b>
<b>About the Author</b>	<b>xi</b>
<b>Part I: Issues in the Background and Foreground</b>	<b>1</b>
<b>Chapter One: Inclusive Mind-Sets and Best Practices for Adolescents</b>	<b>2</b>
Adolescent Dynamics	3
Philosophy of the School District	10
Administrative Roles	11
Scheduling Issues and Other Challenges	16
Teacher Planning, Preparation, Organization, and Reflection	16
Collaborative Roles of Students, Educators, Related Staff, and Families	24
Coteaching and Collaborative Curriculum	
Applications for Shared Classrooms	31
Coteaching and Collaboration With Interdisciplinary Lessons Involving Chemistry, Social Studies, and English	33
Family–School Collaboration	33
Student Responsibility	34
What About the Students Without Disabilities?	36
<b>Chapter Two: Inclusive Settings</b>	<b>38</b>
Inclusive Classroom Lessons and Environments	38
Art and Literature Mimicking Life	39
Expectations, Concerns, and Reflections: What the Stakeholders Say	43
Adolescent Statements	44
<b>Part II: Adolescent Cultures: Ways to Teach and Reach</b>	<b>49</b>
<b>Chapter Three: Relating Cognitive and     Psychological Theories to Adolescents</b>	<b>50</b>
Entering the Adolescent World	50
What the Experts Say	51
Adolescent Scenarios With Emotional and Instructional Implications	57
What Are Some Possible Factors Involved?	58

Including and Understanding the Adolescent Brain	61
Why Do We Need to Learn This Stuff	
and When Are We Ever Going to Use It?	64
Prior Knowledge: Is It a Cub or a Cat?	64
Emotional Stimuli	66
Sensory Elements and Kinesthetic Opportunities	70
Applying Creativity, Analysis, and Practicalities	
to Inclusive Adolescent Curriculums	75
<b>Chapter Four: Beyond the Labels and Into</b>	
<b>    the Abilities of Adolescent Learners</b>	<b>78</b>
Good-bye Childhood Syndrome	78
Societal Pressures: Their Inherited World	79
The Adolescent Department Store	80
Confusions Versus Consistencies	81
Family and Peer Support: Acceptance, Pressure, and Rejection	82
Factors Related to Disabilities, Genders,	
and Diverse Cultures of Adolescents	84
<b>Chapter Five: Applying Inclusive Strategies That</b>	
<b>    Correlate With Adolescents' Lives</b>	<b>89</b>
Campaigning for Adolescents	89
Connecting With the Daydreamers and Doodlers	90
Behaving Like an Adolescent Angel	97
Empowering Adolescents in Democratic Inclusive Classrooms	101
IEPs and AYP: Adolescents, Families, and School Supports	103
NCLB = No Child Left Behind (or for This Book's	
Purposes, NALB = No Adolescent Left Behind)	109
AYP = Adequate Yearly Progress	109
<b>Part III: Focusing Upon Results</b>	<b>111</b>
<b>Chapter Six: Meshing Research to Achieve and</b>	
<b>    Surpass Standards in Adolescent Classrooms</b>	<b>112</b>
Implementing the Trios of Initials	112
RtI and EBP: Effective Three-Tier Models	112
UDL: Preplanning for Inclusive Successes	
With Universally Designed Lessons	115
UbD: Understanding by Design	117
Constructivist Strategies for Inclusive	
Middle School and Secondary Classrooms	121
Instruction That Differentiates But Does Not Segregate	121
Why Cooperative Learning Works	124
Accommodations and Modifications to Create Enthusiastic Learners	128
Appropriate Adolescent Assessments	135
Inclusion Mentoring for Peers, Educators, and Families	144
<b>Chapter Seven: Classroom Dynamics</b>	
<b>    That Enhance Learning and Retention</b>	<b>148</b>
Kill the "Skill and Drill": Developing Higher-Order Thinking	
Skills Across the Curriculum With Problem-Based Learning	151

Rulers, Rubber Bands, and Sponges	154
Literacy, Numeration, and Much More	154
Poetry, Music, and Art for Adolescent Eyes, Ears, Minds, and Souls	158
Melting With Music	166
Artful Connections	168
Ideas for Multiple Curriculum Representations	170
Engagement: Bring Back the Manipulatives!	172
Sample Anchor Activities and Ongoing Stations	175
Classroom Scenario	175
Station/Center Directions	177
Curriculum Graphic Organizers (CGOs)	181
Conceptual Organization	188
Interdisciplinary Lessons and Thematic Units	189
The Role of Technology for Adolescents in Inclusive Classrooms	196
Adolescent WebQuest for Inclusive Teachers	199
<b>Chapter Eight: Examining Exit Strategies That</b>	
<b>Prepare Adolescents to Enter the World</b>	<b>200</b>
Sprinkles and Cherries: More Than the Basics	201
Measure the Learning, Not the Disabilities! Formative,	
Summative, and <i>Kind</i> Tests and Evaluations	202
High and Realistic Expectations for Adolescents as Productive Adults	205
Community Integrations	207
Global Connections	209
Professional Development and Enhancement	210
Passing the Torch	211
<b>Bibliography and Resources</b>	<b>215</b>
<b>Index</b>	<b>224</b>

## **Part I: Issues in the Background and Foreground**

### **Chapter One:**

Inclusive Mind-Sets and Best Practices for Adolescents

### **Chapter Two:**

Inclusive Settings

## **Part II: Adolescent Cultures: Ways to Teach and Reach**

### **Chapter Three:**

Relating Cognitive and Psychological Theories to Adolescents

### **Chapter Four:**

Beyond the Labels and Into the Abilities of Adolescent Learners

### **Chapter Five:**

Applying Inclusive Strategies That Correlate With Adolescents' Lives

## **Part III: Focusing Upon Results**

### **Chapter Six:**

Meshing Research to Achieve and Surpass Standards in Adolescent Classrooms

### **Chapter Seven:**

Classroom Dynamics That Enhance Learning and Retention

### **Chapter Eight:**

Examining Exit Strategies That Prepare Adolescents to Enter the World

# Preface

---

**I**nclusion Strategies That Work for Adolescent Learners! assists middle school and high school staff in preparing adolescents with the academic, emotional, and social skills for successful postsecondary options. This preparation begins in inclusive environments with secondary educators who administer effective strategies that capitalize upon and maximize their students' abilities and potentials. *Inclusion Strategies That Work for Adolescent Learners!* reviews scheduling, preparation, reflection, student and educator responsibilities, family and community supports, appropriate accommodations, literacy and numeration strategies, interdisciplinary approaches, study skills preparation, development of self-regulated learners, and more. It investigates how to include students with varying ability levels, with both whole-class dynamics and individual needs given merit. The text includes innumerable online resources for educators, students, administrators, and families that outline effective research-based educational programs, strategies, services, and organizations.

This book describes characteristics of adolescent populations with and without disabilities, investigating psychosocial, behavioral, and academic issues that adolescents encounter in schools, home environments, and communities. These characteristics are then addressed within educational scenarios that acknowledge the level at which students are functioning and the skills that must be developed. Assessments and performance indicators that value the best inclusive strategies to effectively deliver the curriculum standards are outlined through constructivist practices with trios of initials such as LREs, IEPs, RtI, UbD, and UDL.

Keeping in sight the goal of ultimate success for the adolescent student, the objectives, materials, and procedures that this book offers aims to achieve those winning results for all adolescents. Peers, educators, administrators, families, and the students themselves are the ones who collaboratively need to believe that with guidance, practice, and perseverance, inclusive players win! Postsecondary options are realized when prepared students are nurtured with competencies to move forward, believing in themselves through realistic, rewarding, inclusive experiences. *Inclusion Strategies That Work for Adolescent Learners* has that desired outcome in mind.