

## Support for Students with Disabilities

Center on Instruction

Support for students with disabilities in the least restrictive environment involves using high-quality, research-based instructional strategies designed to enable progress in the general curriculum and preparation for adult life (IDEA, 2004). Supporting students with disabilities can include collaboration between general and special education teachers (Hollingsworth, 2001; Sindelar, Shearer, Yendol-Hoppey, & Liebert, 2006), application of universal design for learning principles and practices (Hitchcock, Meyer, Rose, & Jackson, 2002), and the creation of a climate of inclusion and multicultural responsiveness (Montgomery, 2001; Turnbull, Turnbull, Shank, & Smith, 2004).

### Action Principles

#### For State

1. Provide technical assistance and professional development for both pre-service and in-service educators and related professionals in research-based instructional strategies across academic and functional skills areas.
2. Facilitate collaborative relationships, stakeholder consensus, and funding opportunities (Sopko, 2009).

#### For District

1. Identify and address the instructional needs of individual schools.
2. Build consensus among stakeholders and administrators regarding the importance of high-quality, research-based instruction, collaboration between general and special educators, student access to the general curriculum, and multicultural responsiveness.
3. Offer administrative supports through district coordination of specialized services for students with disabilities (e.g. transition support, disability specific services, preschool services, 18+ programs).
4. Provide professional development and technical assistance to schools regarding high-quality, research-based instruction, collaboration between general and special educators, student access to the general curriculum, and multicultural responsiveness (Sopko, 2009).

#### For School

1. Require high-quality, research-based instruction in academic and functional skills areas. These skills areas may include: (a) reading (Rivera, Moughamian, Lesaux, & Francis, 2008; Scammacca, Vaughn, Roberts, Wanzek, & Torgesen, 2007); (b) writing (Center on Instruction, 2007); (c) mathematics (Gersten, Chard, Jayanthi, Baker, Morphy, & Flojo, 2008; Jayanthi, Gersten, & Baker, 2008); (d) social/emotional skills (Denning, 2007; Maag, 2006); (e) vocational skills (Chadsey, 2007); and (f) functional life skills (Davis & Rehfeldt 2007).
2. Provide time and professional development to promote collaboration between general and special education teachers (Hollingsworth, 2001), apply universal design for learning principles and practices (Hitchcock et al. 2002; Sindelar et al., 2006), and create a climate of inclusion and multicultural responsiveness (Montgomery, 2001; Turnbull et al. 2004).

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