Melissa Briglio "School for Society and Disabilities" Curriculum Guide.
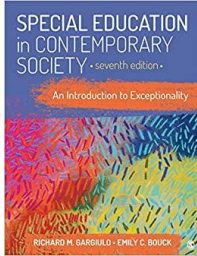
| NYS Performance Indicators | Objectives Essential Questions | Resources (Suggested Activities) | Cross-Curriculum Connections | Assessment Items |
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| **ELA.12.R.1.B:** Students check consistency of hypothesis with given information and assumption.<br><br>**ELA.12.R.3.D:** Students form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective.<br><br>**ELA.12.W.4.A: Language for Social Interaction Students will read, write, listen, and speak for social interaction.** Students share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to texts. Students share the process of writing with peers and adults; | **Explain** historical and current issues related to the treatment and education of individuals with disabilities, including factors related to the lives of individuals with disabilities beyond the school setting. | ==*References 1-5 are described below.==<br><br>References 1;4 and 5 *described below<br><br>https://www.p12.nysed.gov/specialed/ State Education Department – Schools suggest using the guidance and resources found in this website to assist teachers and guide them in meeting their responsibilities related transition planning and services for students with disabilities. | Communication Skills<br>Interpersonal skills<br>Listening skills<br>Social skills<br>Universal Collaboration | **Autobiography Assignment:**<br><br>Students will write autobiographies, considering life events and relationships that have influenced their lives and the impact on their career decision to become a teacher. |

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| for example, write a condolence note, get-well card, suitable for the individual recipient. | | Assessment practice Quiz: https://edge.sagepub.com/gargiulo7e/student-resources/chapter-9 | | **Textbook/Readings:** |
| **CTE.2.1** | | | | Students will be required to complete assigned readings outside of class in order to actively participate in class discussions and activities. |
| Learning Standards for Health, Physical Education, and Family and Consumer Sciences. | | | | |
| Standard 2: | | **Textbook** | | Students will refer to the course schedule for the date the readings are due. |
| A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. | | | | |
| 1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. Students: • recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them • evaluate personal and social skills which contribute to health and safety of self and others • recognize how individual | | Textbook for this class:  Gargiulo, R. M., & Bouck, E. (2021). Special education in contemporary society. (7th ed.). | | Participation in class activities/discussion, quizzes. As outlined in the reference section. |

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| behavior affects the quality of the environment. | | Los Angeles: Sage.<br><br>There are many online resources with this book included at **https://edge.sage pub.com/gargiulo 7e/student-resources** | | |
| **ELA.12.R.3.E:** Students select, reject, and reconcile ideas and information in light of beliefs.<br><br>**ELA.12.R.3.D:** Students form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective. | **Interpret** the legal parameters, including litigation and legislation, related to individuals with disabilities and special education. | Reference 1 *described below | Best theories and practices of teaching those with individualized learning needs. | Participation in class activities/discussion, quizzes |
| **ELA.12.R.2.B:** Students check consistency of hypothesis with given information and assumption | **Distinguish** basic information and issues about disability areas including methods of classification/ | Reference 2 *described below | Constructing and planning curriculum suited for individualized learning across the content areas. | **Disability area research presentation/ Disability PowerPoint or Sway Video and Presentation Assignment:** |

| ELA.12.R.2.C:<br>Students read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives. | categorization, definitions, etiology, prevalence, identification procedures, and general characteristics/needs. | EL Education protocols<br>Engage NY | Identify and understand various co-teaching models and when to use each model.<br><br>Identify and understand the levels of service provided by special Education and how to best utilize accommodations across the content areas. | Students will be assigned one of the categories of disabilities (as they coincide with our chapter readings) and will study the disability. Students will research and create a Power Point presentation describing the disability. Students will be responsible for presenting information the day we discuss that chapter in class. Students may work individually, or with one partner. |
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| ELA.12.W.4.B:<br>Students respect the age, gender, and cultural traditions of the recipient<br><br>ELA.12.R.4.A:<br> Language for Social Interaction Students will read, write, listen, and speak for social interaction.  Students share reading experiences with a peer or | **Delineate** procedures related to prevention, referral, and assessment of individuals for eligibility for special education. | Reference<br>2<br>(DESCRIBED BELOW)<br><br>* Link to "Parent Interview" IEP Preparation.<br><br>https://nfschools-my.sharepoint.com/:w: | Communication Skills<br>Interpersonal skills<br>Listening skills | Participation in class activities/discussion, quizzes<br><br><br>**Teacher Interview Assignment**<br>Students will identify a teacher to interview.  It |

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| adult; for example, read together silently or aloud, and discuss reactions to texts.<br><br>**CDOS1.1.1.2**<br>Learning Standards for Career Development and Occupational Studies<br>**CDOS1.1 CDOS1.3b**<br>1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals. Students: • continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing • demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research • understand the relationship of personal interests, skills, and abilities to successful employment • demonstrate an understanding of the relationship between the changing nature of work and educational requirements • understand the relationship of personal choices to future career decisions | | /g/personal/mbriglio_n fschools_net/EeBcwzO ZP0tDtUfm5snFXPwB9 _8KSbLCkwBB70jmOaJi 7g<br><br>link to "Student Interview" IEP transition Prep.<br>https://nfschools-my.sharepoint.com/:w: /g/personal/mbriglio_n fschools_net/EZeOTcK b1PdMqlePy1IdwbMBt UhEExqclpOQmWsbwx ylXQ | | can be a special education teacher or a general education teacher who works with students with disabilities. (several teachers at NFHS do). However, the teacher they interview does not have to be from NFHS, as long as the student can provide proof of the credentials of the individual the interview. The teacher should be one who is currently teaching in a grade level and/or area of interest to the student in order to maximize learning goals and "takeaways". The interview will consist of 8-10 questions which will be turned in for review ahead of time. After the interview, the student will complete a written paper in which they will share the interviewee's responses as well as their own reflections on |

| | | | the responses. |
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| **CDOS1.3b** Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. **MST6.5.6.6** **Interconnectedness: common themes.** **MST6.5** Patterns of Change 5. Identifying patterns of change is necessary for making predictions about future behavior and conditions. Students: • use simple linear equations to represent how a parameter changes with time. • observe patterns of change in trends or cycles and make predictions on what might happen in the future. **MST6.6** Optimization 6. In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs. Students: • | | *ADDITIONAL RESOURCES *Resources to be distributed in class, to serve as enhancements to the required curriculum. Including templates; charts; articles, Transition worksheets. **PDF** Transition planning IEP.pdf (Students will be provided with hard copies of this and other information, worksheets that can be found in the files on Microsoft documents, and Microsoft Lens in my SharePoint and files these links serve as a sample for our viewing). | | **Class Participation.** Participation in class activities will be a critical component of this course. Weekly activities include in-class group activities. Including group assignments on Specially designed instruction, and Specially designed lesson planning; basics of writing an IEP; BIP; and the transition forms involved. Recognizing multiple intelligences and self-assessment. |

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| determine the criteria and constraints and make tradeoffs to determine the best decision. • use graphs of information for a decision-making problem to determine the optimum solution. | | | | |
| **ELA.12.R.3.D:** Students form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective. | **Describe** the issues surrounding the definition of emotional or behavioral disorders.<br><br>**Compare** clinically derived and statistically derived systems for classifying emotional or behavioral disorders.<br><br> **Explain** how society has historically dealt with persons with emotional or behavioral disorders.<br><br> **Identify** biological and psychosocial risk | Reference 2 (DESCRIBED BELOW)<br><br>* Link to "Parent Interview" IEP Preparation.<br><br>https://nfschools-my.sharepoint.com/:w:/g/personal/mbriglio_nfschools_net/EeBcwzOZP0tDtUfm5snFXPwB9_8KSbLCkwBB70jmOaJi7g<br><br>link to "Student Interview" IEP transition Prep.<br>https://nfschools-my.sharepoint.com/:w:/g/personal/mbriglio_nfschools_net/EZeOTcK | Best theories and practices of teaching those with individualized learning needs. | **Book study Assignment:** Chapters will from the book will be assigned throughout the 30- and 40-week marking periods. Students will be asked to respond and discuss the book based on their perspective.<br><br><br>**Special Consideration for Class Participation Assignment**: Active Student Participation in class activities will be an integral part of this course. Weekly activities include in-class group activities. . Including group assignments |

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| | factors of emotional or behavioral disorders.<br><br>**Outline** two approaches for preventing emotional or behavioral disorders.<br><br>**List** the learning and social characteristics typical of students who exhibit emotional or behavioral disorders.<br><br>**Describe** contemporary approaches for assessing pupils with emotional or behavioral disorders.<br><br>**Discuss** academic and behavioral interventions often used with individuals with emotional or behavioral disorders.<br><br>**Explain** how assistive technology benefits | [b1PdMqlePy1IdwbMBtUhEExqclpOQmWsbwxylXQ](#)<br><br><br><br><br><br><br><br><br>*ADDITIONAL RESOURCES<br>*Resources to be distributed in class, to serve as enhancements to the required curriculum. Including templates; charts; articles, Transition worksheets.<br><br>**PDF**<br>Transition planning IEP.pdf | | on Specially designed instruction, and Specially designed lesson planning; basics of writing an IEP; BIP; and the transition forms involved. Recognizing multiple intelligences and self-assessment.<br><br><br><br><br><br><br>**Tests:**<br>The students will be responsible for developing an understanding of the information presented in class and in the textbook. This information has been divided into four tests, totaling 100 points. Students will be tested on the textbook chapters, as outlined below. The tests are not cumulative, and will consist of multiple choice and true/false questions. |

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| | students with emotional or behavioral disorders.<br><br>**Summarize** educational services for persons with emotional or behavioral disorders across the life span.<br><br>**Identify** contemporary issues surrounding students with emotional or behavioral disorders. | (Students will be provided with hard copies of this and other information, SDL and SDI worksheets; co teaching self-assessment Rubric. These can be found in the files on my Microsoft documents, and Microsoft Lens documents, and my SharePoint.) | | <mark>**Assignments beginning and due during the 30- and 40-week Marking Period:**</mark><br>The students may begin these assignments at any time throughout the course. Students will be encouraged to keep the final Reflection Paper in mind as the curriculum is instructed. It is suggested they keep notes on the theories and practices they find to best suit their skill set, as well as the creation and instructional deliveries they find most interesting or think best fit their ideas, belief and personal career goals. |

| ELA.12.W.4.A: **Language for Social Interaction** **Students will read, write, listen, and speak for social interaction.** Students share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to texts. Students share the process of writing with peers and adults; for example, write a condolence note, get-well card, suitable for the individual recipient. | **Analyze** the parameters of special education service delivery including individualized education programs (IEPs); service delivery options and considerations; collaborative relationships; and the role of families. | Reference 2 (DESCRIBED BELOW) | Constructing and planning curriculum suited for individualized learning across the content areas.<br><br>Identify and understand various co-teaching models and when to use each model.<br><br>Identify and understand the levels of service provided by special Education and how to best utilize accommodations across the content areas. | Participation in class activities/discussion, quizzes |
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| ELA.12.R.3.E: Students select, reject, and | **Explain** assessment and intervention methods for working with students | Reference 2 (DESCRIBED BELOW) | History of Education and Philosophy of teaching practices. | **Quizzes/Chapter Tests** |

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| reconcile ideas and information in light of beliefs.<br><br>**MST7.7.1.7.7.2:**<br>**Interdisciplinary Problem Solving**<br>**MST7.7.1**<br>1. Connections<br>The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena. Students: •analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action. • make informed consumer decisions by seeking answers to appropriate questions about products, services, and systems; determining the cost/benefit and risk/benefit tradeoffs; and applying this knowledge to a | with emotional/behavioral difficulties in schools [e.g., functional behavioral assessments (FBAs), and Behavior Intervention Plans (BIPs)]. | *Link to NCTE article on Adolescent Literacy<br><br>https://nfschools-my.sharepoint.com/:b:/g/personal/mbriglio_nfschools_net/EdT3OMVmEWdKuMflUdwNN_0BB2hXZz-wNzwqfaMtk19WxQ?e=Noalle<br><br>Causes for Concern Common Myths about Adolescent Literacy Understanding Adolescent Literacy<br> Research-Based Recommendations for Effective Adolescent Literacy Instruction<br><br>*Article explaining how the brain works and how different people process information based on individual learning style. | | The Students are responsible for information in the textbook. This information has been developed into four quizzes totaling 100 points. The students will understand and master the material and be tested on the textbook chapters. The tests are not cumulative. These tests will consist of multiple choice, true/false, and/or short answers.<br><br>**Individualized lesson planning assignment.**<br><br> Students will create a specially designed lesson plan using one if the templates or panning guides discussed in class. Students may work with a partner, IF they decide to create an SDL that involves one of the co-teaching programs. |

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| potential purchase. • design solutions to real-world problems of general social interest related to home, school, or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in developing a solution. • describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation.<br><br>**MST7.7.2**<br>Strategies<br> Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering | | **PDF**<br>What does the brain do when it reads my V<br><br>ADDITIONAL RESOURCES<br>*Resources to be distributed in class, to serve as enhancements to the required curriculum. Including templates; charts; articles, Transition worksheets.<br><br>**PDF**<br>Transition planning IEP.pdf<br><br>(Students will be provided with hard copies of this and other information, templates and tactile worksheets. These can be found in my files on Microsoft documents, and Microsoft Lens in my SharePoint) | |

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| and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to: • work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results | | | | |
| **MST5: Technology** MST5.5.5.6: MST5.5 | **Inspect** basic elements of effective instruction for students with disabilities. | Reference 3 (DESCRIBED BELOW)<br><br>*References for: Specialized lesson planning; Co-teaching practices; Individualized lesson planning; | Collaboration with content area teachers.<br><br>Literacy Utilizing Online resources and educational platforms<br><br>Individualized lesson planning | Participation in class activities/discussion, quizzes<br><br><br><br>**Co-teaching Practices Assignment** |

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| History and Evolution of Technology<br><br>   Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Students: • describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base to an information base. • understand the contributions of people of different genders, races, and ethnic groups to technological development. • describe how new technologies have evolved as a result of combining existing technologies<br>**MST5.6**<br>Impacts of Technology<br>   Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development. Students: • describe how outputs of a technological system can be desired, undesired, expected, or unexpected. • describe through examples how modern technology reduces manufacturing and construction | | *Co-teaching practices Assignment Resources<br><br>References:<br>The Importance of Co-Planning<br><br>Lesson Plan Template<br><br>Co-Teaching Plan of Action<br><br>Co-Teaching Roles and Responsibilities<br><br>*PowerPoint/Briglio Co-Teaching Models<br><br>Co-Teaching EXE100 Briglio.pptx<br><br>Pedagogy for Co-Teaching EXE100.c | Self-reflection. Understanding of how individuals with reading disabilities will have to be accommodated in the Content areas | **Critique of effective teaching practices**<br>**Assessment:**<br>Short answer Quiz. The Students will define and explain each co-teaching model.<br>**Higher Order Thinking Essay:**<br>The Students will Choose the co-teaching model they feel they would be most comfortable teaching. Explain using KWL strategies.<br><br>**Book Study Assignment/ Individualized Lesson Planning Assignment.**<br>*Adapted Materials Presentation*: Students will develop and construct an adapted literacy activity or material for use with students with disabilities for presentation in class. The literacy activity or material will be for **Unbroken** by Marieke Nijkamp. Their Book Study text. The activity or material should be developmentally and structurally appropriate for |

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| costs and produces more uniform products.<br><br>**ELA.12.R.2.B:**<br>   Students read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives. | | *Articles relevant to best teaching practices, and the ideology of differentiated instruction.<br><br>**PDF**<br>2. Recovering Rebuilding and Renev<br><br>**PDF**<br>Adolecent Literacy. Buffalo State MINE.pd<br><br>. | use with a child. A typed description of the activity or material should include the name of the activity or material, appropriate age of the child for which it is to be used, supplies required, and instructions for constructing the activity or material. Students will also model/demonstrate how to use the material or activity and lead a short discussion after your presentation. This is a group project. Students can find the detailed assignment description and rubric under the "ASSIGNMENTS" tab on Microsoft Teams. |
| **ELA.12.R.3.D:**<br>   Students form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as | | Final Reflection anchor Paper. | Self-reflection<br>Self-assessment<br>   Assessing Self on newly acquired information on teaching practices, instructional delivery and | **Final Reflection Paper:**<br>   The students will be able to access themselves as teachers of students with disabilities, differences in culture, and individuality. |

| a social perspective. | | Final reflection paper. Assessing Myself as a<br><br>Details and Rubric will be forthcoming, as the logistic will evolve as Students develop their own theories of best teaching practices, SDI and SDL delivery as well as their knowledge of identifying and accommodating those who have disabilities. | how to apply to their own skillset | Students will complete this assignment as a final reflection of the culmination of what they have learned over the course of the year. |
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**References 1-5: Course Content Resources**

1   Background/Foundational Knowledge of Individuals with Disabilities and Special Education
    A. History of disability and special education
        1. Exclusion, segregation, poor conditions
        2. Deinstitutionalization, increased understanding and parent/advocacy movements
        3. Development of special education

4. Regular Education Initiative (REI)/Inclusion movement
   B. Legal parameters related to disability and special education, including major litigation and legislation
      1. Major litigation relevant to special education and individuals with disabilities
      2. Education of All Handicapped Children Act (EAHCA, 1975), Individuals with Disabilities Education Act (IDEA, 1990) and subsequent revisions
      3. State regulations (NYS Part 200)
      4. Part 300 of federal regulations
      5. Section 504 of the Rehabilitation Act
      6. Americans with Disabilities Act (ADA)
      7. Every Student Succeeds Act (2015) and other relevant general eduction legislation
      8. Family Education Rights and Privacy Act (FERPA)
      9. Dignity for All Students Act (DASA)
   C. Defining individuals with disabilities
      1. Diagnosis vs. classification
      2. Categorical vs. non-categorical approaches
      3. Categories of classification under IDEA/State Education Department
      4. High-incidence disabilities - classifications, disability definitions, etiology, prevalence, identification, and general characteristics/needs
      5. Low-incidence disabilities - including classifications, disability definitions, etiology, prevalence, identification, and general characteristics/needs
      6. Person-first language

2. Identifying and Providing Services to Students with Disabilities
   A. Multidisciplinary teams
   B. Prevention/multi-tiered systems of support for academics (e.g., Response to Intervention) and emotional/behavioral (e.g., Positive Behavior Intervention and Supports)
   C. Referral

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D. Assessment for eligibility, including non-discriminatory assessment/ethical considerations, formal measures, informal measures, and distinguishing between impairment, disability, and other factors
E. Individualized Education Programs (IEPs)
1. Main components (i.e., present level statements, annual goals, programs/services, program modifications, and testing accommodations)
2. Legal requirements (i.e., available to and followed by all, confidentiality, and annual review, re-evaluation, amendments)
F. Placements/services
1. Continuum of services (e.g., consultation, co-teaching, resource room, self-contained classroom, special schools, home or hospital, related services)
2. Least restrictive environment (LRE)
3. Philosophy of inclusion
G. Collaborative relationships, including co-teaching
1. Models of co-teaching, consultation, and collaboration
2. Characteristics of effective relationships
3. Planning
4. Delineation of roles
5. Related services
H. Family involvement in special education
1. Effect of disability on families

2. Impact of culture on family response and involvement

3. Role of families in special education

4. Methods of facilitating family involvement

I. Addressing emotional/behavioral concerns in school settings
1. Positive Behavior Interventions and Supports (PBIS)
2. Functional Behavioral Assessments (FBAs)
3. Behavior Intervention Plans (BIPs)

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3. Foundations of Effective Instruction for Students with Disabilities
   A. Learning theories
   B. Basics of instruction
      1. Task analysis
      2. Scaffolding
      3. Clear, step-by-step instruction
      4. Modeling
   C. Role of ongoing assessment
   D. Use of evidence–based practices vs. research-based practices vs. experientially based practices vs. best available evidence
   E. Universal Design for Learning (UDL)
   F. Differentiated instruction
   G. Individualized instruction
   H. Assistive and instructional technology

4. Individuals with Disabilities Beyond the School Setting
   A. Home and family life
   B. Community involvement
   C. Transition to adulthood/self-determination
   D. Contributions to society

5. Current Issues in Special Education
   A. Increased access to general education settings and curriculum
   B. Common Core Learning Standards in relation to students with disabilities
   C. Greater accountability for results/data reporting
   D. Necessity for evidence-based practices
   E. Role of technology
   F. Greater emphasis on prevention, early intervention, and support services
   G. The role of RTI and PBIS
   H. Increased focus on adult outcomes and transition planning
   I. Disproportionality

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J. Servicing students with disabilities from culturally and linguistically diverse
   backgrounds
K. Advocacy

**Additional Resources:**

Baker, J., & Zigmond, N. (1990). Are regular classes equipped to accommodate students with learning

disabilities? *Exceptional Children, 56*, 515-526.

Deno, S. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children, 52,*

219-232.

Individuals with Disabilities Education Improvement Act (2004). Pub. L. No. 108-446.

Friend, M. (2012). *Special education: Contemporary perspectives for school professionals* (4th ed.).

Boston: Allyn and Bacon.

Fuchs, D., & Fuchs, L. (1994). Inclusive schools movement and the radicalization of special education

reform. *Exceptional Children, 60*, 394-309.

Fuchs, D., & Fuchs, L. S. (1995).  What's "special" about special education?  *Phi Delta Kappan, 76,* 522-531.

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Gargiulo, R. M. (2011). *Special education in contemporary society: An introduction to exceptionality*

    (4th ed.). Thousand Oaks, CA: SAGE.

Gersten, R., Schiller, E. P., & Vaughn, S. R. (2000). *Contemporary special education research: Synthesis of the knowledge base on critical instructional issues*. Mahwah, NJ: Erlbaum.

Hallahan, D., & Kauffman, J. (1977). Labels, categories, behaviors: ED, LD, EMR reconsidered. *Journal of Special Education, 11*, 139-149.

Heward, W. L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *Journal of Special Education*, *36*(4), 186-205.

Ivey, (2011) What not to Read: A Book Intervention. http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0192-dec-2011/VM092What.pdf

Kirk, S., & Bateman, B. (1962). Diagnosis and remediation of learning disabilities. *Exceptional Children, 29*, 73-78.

Lo, Y., Spooner, F., Anderson, K., & Algozzine, B. (2016). A snapshot from a time of continuous

    renewal and refinement in special education. J*ournal of Special Education, 50*(3), 131-132.

McLeskey, J. M., Rosenberg, M. S., & Westling, D. L. (2012). *Inclusion: Effective practices for all*

    *students* (2nd ed.). Upper Saddle River, NJ: Pearson.

Office of Special Education Programs. (2005). *History: 25 years of progress in educating children with*

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*disabilities through IDEA*. Washington, DC: Author.

Reid, G., Green, S. (2016). Dyslexia, Pages 100-104. https://nerdybookclub.wordpress.com/2017/05/27/10-impressive-and-popular-ya-novelsaccording-to-mrs-krajewskis-students/ .

Salend, S. J. (2010). *Creating inclusive classrooms: Effective and reflective practices* (7th ed.)*.* Upper

Saddle River, NJ: Pearson.

Scruggs, T., & Mastropieri, M. (1996). Teacher perceptiona of mainstreaming/inclusion, 1958-1995: A

research synthesis. *Exceptional Children, 63*, 59-74.

Stein, M., Carnine, D., & Dixon, R. (1998). Direct instruction: Integrating curriculum design and effective teaching practice. *Intervention in School and Clinic, 33*(4), 227-233.

Stronge, J. H. (2002). *Qualities of effective teachers.* Alexandria, VA: Association for Supervision and Curriculum Development.

Swanson, H. L. (1999). Instructional components that predict treatment outcomes for students with learning disabilities: Support for a combined strategy and direct instruction model. *Learning Disabilities Research and Practice, 14*(3), 129-140.

Vaughn, S., & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior problems* (8th ed.). Upper Saddle River, NJ: Pearson.

Periodicals:

*Education and Treatment of Children*

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*Exceptional Children*

*Journal of Learning Disabilities*

*Journal of Special Education*

*Journal of Special Education Technology*

*Learning Disability Quarterly*

*Learning Disabilities Research and Practice*

*Research and Practice for Persons with Severe Disabilities*

*Rural Special Education Quarterly*

*TEACHING Exceptional Children*

Electronic /web based and Audiovisual Resources:

https://www.popsugar.com/entertainment/Best-YABooks-2017-43667447?Stream_view=1#photo43667452

Center for Applied Assistive Technology: http://www.cast.org/

Council for Exceptional Children: https://www.cec.sped.org/

Individuals with Disabilities Education Act Site: http://idea.ed.gov/

Intervention Central: http://www.interventioncentral.org/

Iris Center: http://iris.peabody.vanderbilt.edu/

National Association of Special Education Teachers: http://www.naset.org/

National Dissemination Center for Children with Disabilities: http://nichcy.org/

TASH: http://tash.org/

Melissa Briglio "School for Society and Disabilities" Curriculum Guide.

Wrightslaw Special Education Law and Advocacy: http://www.wrightslaw.com/

*Additional Resources Embedded in links on Curriculum Matrix Above