

12-2017

Sit With US: Benefits of Inclusion

Spencer Smith

California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Smith, Spencer, "Sit With US: Benefits of Inclusion" (2017). *Capstone Projects and Master's Theses*. 181.
https://digitalcommons.csumb.edu/caps_thes_all/181

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Sit With US: Benefits of Inclusion
Spencer Smith
Anali Vargas-Sanchez
Cal State University Monterey Bay

Sit With US: Benefits of Inclusion

Abstract

The focus of this Capstone project is on understanding the benefits of an inclusive classroom setting. This is important because, there is a stigma that special education students hinder the learning of general education students, but the data provided in this paper will show otherwise. The primary stakeholders perspectives that were surveyed were three special education educators familiarized with an inclusive setting, one being a teacher and the other two teacher aides. Three ways to improve inclusion include co-teaching, increased training, and using technology to assist students. Based on the findings collected from the interviews and research formulated in this paper, an action to reach out to parents/guardians was undertaken to increase the knowledge of inclusion.

Keywords: inclusion, co-teaching, increased training, technology, special education, general education

Setting the Stage

When I was in high school, my friends and I would sit at the same lunch table every day. One day, someone-a got to our table before us. I watched her from our table across the room, as she sat at the table alone. She ate until she was done, neatly packed up her tray, and went back to her class. She was invisible to everyone around her. I felt there was something different about the way that she contained herself, and I knew that she was probably lonely. In fact, I recognized that she was probably not that different from me, struggling with my teenage feelings of alienation and inadequacy, surrounded by all the normal, seemingly perfect kids. But then it dawned on me--what was unique about her was that she was a special ed student. I wondered how many times I'd seen her in the lunchroom before, but never really saw her. I thought about her for several days after that lunch, and it was then that I decided I wanted to work with special needs kids. I knew that in the greater scheme of things, there wasn't much that separated me from those special ed kids, and I felt like I finally saw something that had always been right in front of me.

So I went to my school's student center, and asked what I could do to work with the special needs kids. They told me that there was a program at the school that allowed for students to interact and work with with the SPED (special education) students.

The program included socializing with the SPED students during lunch or going after school to the SPED classroom and hanging out and talking with the students, or helping them with their homework. In the group of general education students that were a part of this program, a portion would eat lunch with the SPED students, while the other portion would go after school. The groups would rotate so that we could socialize with the SPED students in different settings.

The program was created in the hopes that it would provide a positive impact on both the SPED students and the general education population. It turned out to be very successful, we knew this because of the feedback from parents, students, teachers, and the administration.

Before the program was implemented students felt like they were ostracised from the rest of this school, as a result they had low self esteem and this affected their performance in the classroom. It also made the students involved in the program feel like they were being reminded that they are in fact productive members of society, as well as making good friends. The SPED student that you were paired with was called a “buddy,” and I enjoyed discussing how my buddies day was going and offering advice on how to deal with certain situations. The same went for when I would discuss how my day was going and listening to their perspective on how I should handle a problem that I was having. The nice thing was that it never felt like we were in a SPED classroom or talking to a SPED student, we were just hanging out with people that thought differently than us.

I think that what we did was important on a multitude of levels, for instance the program gave us the opportunity to learn about accepting others and accepting the diversity of people. I think that this is part of the reason that inclusive programs are important. Perspective is important; when people grow up in bubbles, their beliefs harden and they are less open to difference in opinion, people, beliefs. School is the place that is supposed to expose you to different cultures and people, so that you are ready to live in the real world. At the same time you are helping people that struggle. An inclusive program allows for the lives of SPED students to be improved and the lives of general education students to be improved. To this day I will occasionally have a conversation with a few of my buddies from back in high school. Both sides

are grateful that we had the opportunity to get to know each other and wish it was more widespread in our education system.

Literature Synthesis and Integration

Introduction

Within the education system there are various thoughts on integrating general education with special education. The notion against the combination of special education and general education come from a hesitance to accommodate, absence of teacher preparation, and an overall lack of knowledge about those with disabilities. The views that inclusion of special education students harms the process of learning for the general education students, as well as the idea that it will benefit all students; will be addressed with the support of studies. Another focus of this paper will be to convey differing improvements and implementations that can be made to inclusive classrooms.

What is the Issue?

When the No Child Left Behind Act (NCLB) of 2001 was passed, it enabled students, with and without disabilities, to challenge state academic standards(Ross-Hill, 2009). Shortly after NCLB was passed, The Individuals with Disabilities Education Improvement Act (IDEA) was passed in 2004 and, "... in concert with NCLB, provides support services for students with disabilities that allow them to benefit from educational programming, including access to the general education curriculum" (Harvey, Yssel, Bauserman, & Merbler, 2008). Both laws introduce the significance of an equal education for special education students, there are still stakeholders that are incognizant to the benefits that come from having an inclusive classroom. Based on a review of various peer-reviewed journal articles, a lack of preparation and training on the part of teachers and administrators has led to a poor understanding and inability to properly

develop adequate inclusion programs for classrooms and schools (Harvey, et al., 2008 & Kamens, Susko, Elliott, 2013). According to Obiakor, Harris, Mutua, Rotatori, & Algozzine (2012), there are “educational professionals” as well as “service providers” who do not believe SPED students are capable or willing to try and live a “normal” life. Obiakor et al. (2012) also states that these people believe that exclusion of these students is justified and correct. However Lev Vygotsky details that social interaction is a major part of the development of a student's cognition. This would back the idea that inclusion would be beneficial for the development of special education students (Daniels, 2009). The poor understanding about the benefits of inclusion for SPED in a general education classroom negatively affects those students, as well as general education students.

Why is it an issue?

A study done by McLeskey, Waldron, & Redd (2014) found that teachers who were led to think that the intelligence of students’ was fixed did not offer as much classroom support to those students, ultimately encouraging those students to obtain their own answers. If a special needs student is negatively labeled by the teacher, then the student is less likely to receive the support that they need to be successful in a general education classroom (Gutshall, 2013). An article written by Swann and Snyder (1980), notes that “In contrast, when teachers believed that intelligence was more modifiable, they were far more supportive and reported instructional goals that explicitly taught students how to problem solve” (p. 1074). A percentage of the participants in the study done by McLeskey et al, had no clear mindset on the ability of students with a disability; in that same study roughly thirty percent of the participants had a fixed mindset. A separate study done by Ross-Hill (2009) concluded that there were rare instances of some

elementary and secondary education teachers were not willing to accept the idea or practice of inclusion. However, other participants reported acceptance of inclusion, which included the attendance of students with special needs in their regular education classrooms (Ross-Hill, 2009).

As noted in a study done previously by McLeskey, Waldron, & Redd (2014), before the school implemented inclusion only 30% of students with disabilities at Creekside Elementary School (CES) were able to score at a proficient level, while only 33% were able to score at proficiency level in math. After the students were in an inclusive program at CES, 69% of students with a disability in reading and 58% of students with a disability in math were able to score at a proficient level (See Table 2). At the same time another study done by Idol (2006) found that 33% of the test scores that were reported for general education students stayed the same.

Table 2. Florida Comprehensive Assessment Test (FCAT): Percentage of Students Meeting Proficiency Criterion (Level 3 or Higher) in Reading and Math for 2008–2009.

	CES	CES	District	District	State	State
Group	Reading (%)	Math (%)	Reading (%)	Math (%)	Reading (%)	Math (%)
All students	85	86	70	70	71	74
Students with disabilities	69	58	32	36	33	38
Students from high-poverty backgrounds	73	70	45	47	51	56

Note. From “A case study of a highly effective, inclusive elementary school” by McLeskey, Waldron, & Redd (2014), *Journal of Special Education*, 48(1), p. 61.

What Should Be Done?

Co-teaching is one recommended way to bring inclusive education models into the classroom. Co-teaching allows for one teacher to handle general education and teacher-led instruction for the entire class, while the special education teacher can assist special needs students and any other students that need help (Scruggs, Mastropieri, & McDuffie, 2007). The special education teacher can also implement individual education plans (IEPs) and make necessary modifications to lesson plans for special education students (Kamens, et al., 2013). If this model is to be successful, the teachers need to be able to work in harmony as well as build in adequate time to plan (Scruggs, Mastropieri, & McDuffie, 2007). Scruggs et al. (2007) also notes that drawbacks of co-teaching are that it requires more effort to plan and collaborate, the ability to compromise, and flexibility and versatility. Co-teaching works best if the students see the co-teachers as equals and resources for all students, leading to students being comfortable asking questions of both teachers and increasing the success of the co-teaching methods (Kamens, et al., 2013). General education students noted that their co-taught class gave them a greater development of literacy skills than other classes (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010).

Avramidis, Norwich (2002), de Boer, Pijl, Minnaert (2011), and Forlin (1995) states that increased training allows less experienced teachers to gain “a more positive attitude towards inclusion when compared with their more experienced counterparts [7, 8, 32]” Vaz, Wilson, Falkmer, Sim, Scott, Cordier, Falkmer, 2015, p. 2). It is important that teachers get this training before their negative views of inclusion are further hardened. In order for training to be effective, it needs to be long term and continuous and include learning strategies that are effective for

adults, as well as learning assistance that is individualized for each person (Ross-Hill, 2009). Institutions of higher education can be supportive and offer pre-service teachers hands-on experience in various forms of inclusive education, including special education and elementary to secondary education (Harvey, Yssel, Bauserman, & Merbler, 2008). It is important for teachers and administrators to have training and experience in both special education and general education classrooms if they are going to successfully implement inclusion in their classroom or school (Ross-Hill, 2009).

Campigotto, Mcewen, & Demmans Epp (2013) state that the use of mobile devices to support peer-learning has been shown to be more effective than desktop computers. Mobile devices allow for a student to compare problems with peers and allows for an improved process of input. Such technologies enable students to listen to directions or words as many times as they need to, giving them a better chance to improve reading comprehension (Campigotto, et al., 2013). Technology and online programs also enable the adaptation of material to better suit the needs of the students (Fernandez-Lopez, Rodriguez-Fortiz, Rodríguez-Almendros, Martinez-Segura, 2013). A possible setback to using these types of technology in the classroom is student's recreational enthusiasm for the devices, as well as including the technology's functionality in the curriculum. Students may view the devices as more of a toy than an educational tool (Campigotto, et al., 2013). In certain situations, educators may need to intercede during the process of learning in order to aide the student's development of their capabilities (Fernandez-Lopez, et al., 2013).

Conclusion

While there is always ongoing discussion about the best learning environment for students, whether SPED or general education, inclusion was the method discussed in this paper. Education of special needs students in a general education classroom is possible through a multitude of ways. Co-teaching, increased teacher training, and integration of technology in the classroom allow for effective inclusion of special education students into a general education classroom (See image below).

Method

For this Capstone Project the researcher will investigate how Amanda Carter¹ (Preschool teacher) views the inclusion of SPED students in a general education classroom and what she thinks could be done to improve it. After interviewing Mrs. Carter, the researchers will use what they have learned to incorporate the inclusion of SPED students in a general education classroom. This is important because it gives the children an introduction to diversity, while releasing the children with disabilities from living within the stigma that they cannot learn and thrive alongside children receiving general education.

Context

The Special Education Preschool classroom used to collect data for this paper is ran through Oceanview Unified School District (OUSD). Oceanview, CA is home to about 15,365 people. Within this number of residents 75% of the population is Caucasian leaving only 11% Hispanic, 4% mixed races and even smaller percentage of African American, and Native Americans (City-Data, 2017). The preschool is an early learning together program, meaning some children may or may not have disabilities which does not hinder their placement in the

¹ All names mentioned in the research are pseudonyms.

program. The age range of the children currently in the classroom is three and four, but given that it is special education, the children welcome can be as old as six years. The classroom consists of 10 students, half are general education and the other half are special education.

The structure of the classroom is play based meaning there are puzzles, magnetic blocks, a section for imaginary play, and circle time area. There is a table used for both academic based activities as well as snack/lunch. Connected to the classroom is a very important area called the therapy room where the children can play. The therapy room is built to accommodate their different stimuli, consisting of a ball pit, bean bags, a therapy swing, and sensory blocks. Dysregulation is very constant and normal with many of the children, therefore the room serves a safe space to relieve the students of overstimulation. Behind the classroom outside there is a playground specifically for the preschoolers. There are tricycles the children can ride along a bike path as well as a jungle gym sitting in sand, and a play house.

Participants and Participant Selection

Three participants were used to conduct this study, first is a white female named Amanda Carter. She is originally from the Santana, CA area but moved to Monteclara, CA because she preferred the demographic environment over the urban area which she was living in prior. Mrs. Carter is a Special Education Preschool teacher who got her teaching credential through the state of California. Her certification allows her to work with students ages birth through five. She has been teaching for a little over 10 years, and has been at the program for about five years now.

The second participant is a white female named Angela Kilby, an aide in Mrs. Carter's classroom. She began working in the preschool through a company that provides instructional support for students in the classroom two years ago. Given that her position was only as an

instructional support staff, she knew she wanted to obtain a more permanent position in the classroom. During those two years she studied to get her special education teacher's aide certification at Montclair Peninsula College. Upon receiving her certification, it then qualified her to apply for a full time position in the preschool through OUSD.

The third participant is a Mexican female named Carmen Sandoval, who is also an aide in Mrs. Carter's class. She studied early childhood education at Oceanview Community College. She was hired as a teacher's aide in the classroom 4 years ago. She had not studied special education but was offered the position because they were in dire need for an aide in the classroom. She admitted that she was skeptical about working with special education students because she only studied to work with general education, but ended up enjoying it therefore why she remains with her position at the preschool.

Researchers

Inclusion of SPED students into a general education classroom meaningful to me, Spencer, because I believe all students deserve the best education and as a future educator I want to provide the best education for my students. The reason that I feel that I am qualified to carry out this project is because I have worked with both SPED students and general education students. I also feel that I am qualified to do this project because I have taken numerous college courses that have discussed and stressed the importance of an inclusive classroom. I would say that because of my education I have a better understanding of the issues that affect SPED and general education students. My perspective would make me more sympathetic to the needs of the students and would drive me to want to know how the system can be improved for all students.

Semi-Structured Interview and Survey Questions

1. What methods do you feel would best incorporate SPED students into a general education

classroom?

2. Do you feel that teachers are adequately trained and are there ways in which teacher training could be changed in order to improve the ways in which they implement an inclusive classroom model?
3. What are some challenges or barriers to creating an inclusive classroom?
4. What are your thoughts on co-teaching in an inclusive classroom?
5. Do you think that technology would be a useful in an inclusive classroom and if so, what ways do you think technology could be implemented in an inclusive classroom?
6. Do you feel that there are negative stigmas about SPED students and are there ways in which you feel those stigmas could be changed?
7. What is currently being done to improve the inclusion of SPED students in a general education classroom - by whom - and what do you think about these efforts? Why?
8. What do you think are the obstacles/drawbacks/disadvantages to including students with special needs in general education classrooms?
9. Is there anything else that you would like to say about Inclusion Classrooms and/or the improvement of Inclusion Classrooms?

Procedure

The procedure used to obtain the information needed for this study began with searching for the proper setting. The researchers chose to look at classrooms where the children are already in an inclusive type setting. Upon finding the classroom, the teacher was contacted in person and introduced to what the subject of the study was. Further explaining what type of research was being conducted, how the researchers will be conducting the research, number of interviews as well as length, and the privacy policy which would be held for all participants. Once agreed, contact information was exchanged in order to set up dates and times for interviews. Each

interview was held in person as well as individually to be able to connect one-on-one with each participant. Upon conducting all three interviews, the data was collected and combined to properly differentiate each point of view on the notion of inclusion classrooms.

Data Analysis

The researchers looked for similarities that were positive and in agreement of the issue. Constant agreement between interviewees was important otherwise the data would be discredited. When analysis of the data was complete and it was determined that similarities had been found, the proposal for the implementation of the action commenced.

Results

Using the results gathered from the interviews conducted at the Special Education Preschool with inclusive classroom professionals, my partner and I created Table 1. The table is organized by three options (Parent Involvement, Administrative Support, and Teacher Conduct) that could improve an inclusive classroom. The three options are evaluated using three different criteria (Time, Resources, and Impact). Based on the evaluation of each Action Option an action will be recommended and justified.

Evaluation of Action Options

	Eval Criteria 1:Time	Eval Criteria 2: Resources	Eval Criteria 3:Impact
Option 1: Parent Involvement	Medium	Low	High
Option 2: Administrative Support	Medium	High	High
Option 3: Teacher Conduct	Low	Low	High

Parent Involvement

The three educators interviewed all felt that parent involvement is an important first step toward a successful inclusion program (Carter, Kilby, Sandoval, personal communication, November 6, 2017). A child's success in the classroom can be predicated on the involvement of their parents or guardians. Whether a child has a disability or not, a parent's understanding of various methods that benefit their child academically increases the likelihood of having an open mindset. The educators we interviewed all agreed that parents who are involved in their child's education, puts a positive relationship with the teachers (Carter, et al., personal communication, November 6, 2017). They, for example, have each parent's number and are constantly in communication about the child's daily routine. Of course this is only speaking for the special education students they teach, but they felt strongly that some type of bond be created between teachers and parents. This being that whether it is special or general education, having that connection will release them of any boundaries that can hinder any progressive notions such as inclusion. More specifically, Mrs. Carter felt in order for students to be safe the parents have to feel safe (A. Carter, personal communication, November 6, 2017). Communication, in her opinion, is the foundation for a healthy classroom setting.

Administrative Support

The educators interviewed agreed that without administrative support, the program would not be successful. The reason that administrative support is so important for an inclusive program is because the entirety of the program begins with those that have the most authority. The head director within the district of the school we interviewed, for example, was in complete agreement with inclusion and the benefits it brings to all students (A. Carter, personal communication, November 6, 2017). Being special education teachers in a district that is already

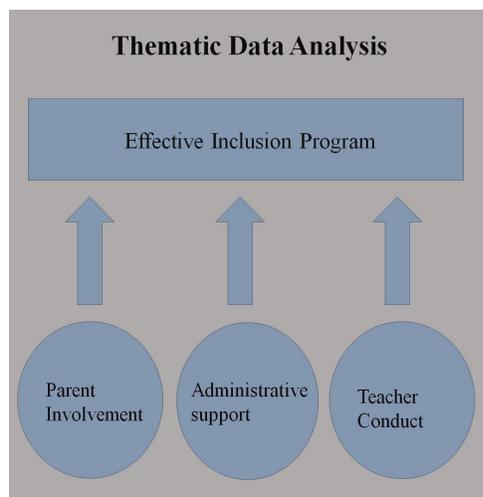
in favor of such a program leaves them more time to focus on maintaining a successful inclusive classroom rather than trying to attain one.

Mrs. Sandoval has prior experience working as a teacher aide in a program that was unsupportive of inclusion. The school system was strictly based off of traditional teaching methods that choose to separate special from general education. The director felt that inclusion would favor one population over the other (either special or general education), and that separating the two populations would better meet the needs of each student. For herself, at the time, this was not necessarily something she looked too much into because she had not studied to work with special education students. She mentioned that this is why focusing on general education is such a norm within teachers who never even look in the direction of special education, but feels it is something that should be changed. Ms. Sandoval noted that teachers should focus on teaching all students, both general and special education, because there is always going to be a chance that they will need to meet the needs of students with (C. Sandoval, personal communication, November 6, 2017). Not every teacher needs to feel obligated to go into the special education field, but being introduced to it especially by superiors, opens doors to better educating their diverse group of students. She stated that if it weren't for the support from the director, as well as her colleagues, she would not have the ideas on inclusion that she has today (C. Sandoval, personal communication, November 6, 2017).

Teacher Conduct

Mrs. Carter stated that all the educators in the classroom treat each others as equals (A. Carter, personal communication, November 6, 2017). Mrs. Kilby and Mrs. Sandoval are both teacher aides, one having more certification than the other. Despite these differences in

educational background, they all give one another the same opportunity to teach the children. They all respected one another as equals and were very collaborative, consistently communicating about what should be done within the class. This is what all three interviewers explained was the foundation to the success in their classroom. They continued this idea further explaining that in order for an inclusive classroom to work, every teacher involved needs to come to some consensus (Carter, et al., personal communication, November 6, 2017). These educators used their experience as an example, noting that each educator knows what the other wants, they took each step further in respect to one another's wishes that they have already learned from working with each other. When the teachers are cooperative and a routine is built, the teachers are better able to implement the lesson plans and effectively educate all students in the classroom. For inclusion to work, the teachers need to be in sync and understanding of each and every idea they provide (refer to diagram below).



Conclusion

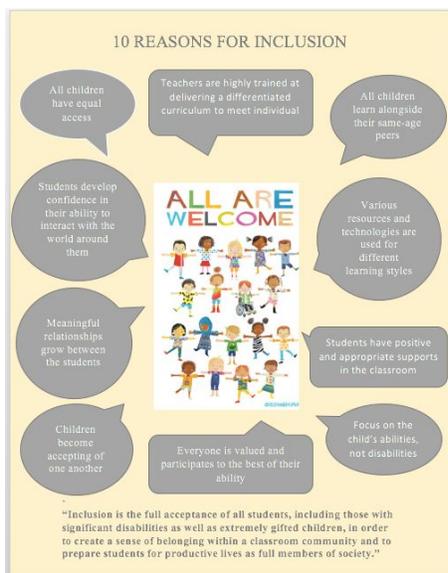
This section will justify the action my partner and I recommend to improve parents and guardian's knowledge of inclusion. We will also discuss some of the concessions, limitations,

and possible negative outcomes of the recommendation. The authors of this study recommend that a flyer be created and used to educate the community about inclusion of special education students in a general education classroom. A potential negative outcome could be that community members do not agree with the information provided and their point of view on inclusion remains unchanged. The limitations of inclusion are that teachers and parents also have to recognize the fact that this program is not for every child. There are circumstances that will do nothing but hinder the child rather than benefit them, because a special education student might have different needs that need to be filled if they are going to progress in an inclusive setting. The limitations in this study would be the faculty and students that were used to collect data. Further acknowledging that the students and teachers used in this study were restricted to only one preschool classroom. The school in which this study was conducted was a public school, and the classroom itself was an inclusive classroom. The results of this study may have been different if the schools used were both public and private. It is possible that an inclusive program in a private school setting could have resulted differently than those in a public school. A teacher's point of view and judgement can bring new observations and data to light, possibly changing the school districts and various counties' perspectives on inclusive classrooms. SPED students can ultimately be given a better opportunity to learn and grow, leading to greater freedom as well as opportunities.

Action Documentation & Reflection

The goal of the action in this paper was to introduce and educate community members on the benefits of inclusive classrooms. In order to achieve this, the researchers met in person with numerous people at the local community center located in Oceanview, Ca. We stood outside of

the building giving parents and guardians the choice to listen or not. We made sure to not come on too strong or overbearing, rather conversational and approachable. Flyers were created before hand to pass out to those who wanted more information on the topic. The flyer had a definition of inclusion as well as 10 reasons as to why it is beneficial to all students, both general and special education (See flyer below). We then explained why we were promoting the notion for inclusion and answered any questions the parents/guardians had.



In order to address the proper information we reviewed the information that was presented within our paper and synthesized the information onto a google document. The decision to make a flyer was based off the most approachable way to give people information without the person receiving it feeling as if they were demanded to listen. We collaborated both together and individually to create a flyer with the most basic information that best illustrated why inclusion can benefit their children. The changes we needed to make had to fit both parties.

We made a concerted effort to remain unbiased and focused on presenting the relevant information.

The majority of the responses we received were uplifting and positive, which is what we were hoping for when planning our action. The parents/guardians were open to listening and were very interactive with us, asking questions and giving their opinions. On the other hand, we did come across a couple parents who were not willing to listen. Some were very stuck in their own mindset which followed the traditional education system (separating general and special education). This was already expected because we knew we would have to face people who were not going to be supportive of the idea. Therefore, we listened to their ideas and based off of their responses, we answered any questions that were focused solely on their concerns. This approach was in hopes that we could further educate the parents giving them enough knowledge that would instill a positive change that they would make on their own.

What we wish we would have known prior to the research for this paper was that the drive for inclusion is a lot more on the rise within the educational system than expected. With the advancements in technology and more parents being educated on the multiple disabilities ranging from mild, moderate to severe, the idea about special education is not so taboo these days. People such as parents, teachers and some school board members have already taken initiative to promote the notion of inclusion because of the positive outcomes seen within inclusion classrooms already implemented. The next steps to take are to possibly reach out to well connected organizations looking to inform communities on the subject. This could create a larger support system within communities to further the understanding of inclusion.

Critical Reflection

This project reaffirmed my belief that every student's success is important. An inclusive classroom may not be an easier teaching method, however it can be more influential for all parties involved. I found that inclusion can be an effective way to improve every student's success. Inclusive classrooms require the administration of the school, teachers, and parents to create the change necessary to create that effective inclusive program. Change in general requires time, effort, and support.

MLO 1 was met in LS-391, there was a very impactful exercise that my classmates and I took part in. The exercise was called "the Interview," each week a different group would sit in front of the class and talk about their life experiences (both good and bad) and how this has shaped their life and why they want to be educators. The point was to show that we all have different backgrounds and creating a healthy and safe classroom environment can lead to a good support system for students. Because everyone was willing to open up and talk about very personal issues, we were able to grow closer together.

The point was to show that what we do when we are educators can help shape a child's future and that learning can come from more than just studying and taking tests. Teaching is a very involving profession, when it comes to getting to know students and their lives and how can the teacher best help that student. Take every student's experiences seriously and implement effective methods to help the student succeed.

The professor brought in other industry professionals to inform the class about what to expect and different techniques that can be used to address various situations. I learned that the profession of teaching is about being able to adapt to the situation. As well as the fact that every student is different and they each learn in their own way. As a teacher I will have to examine the

needs of each student and try to meet each and every need of those students. The speaker's words were encouraging and reaffirmed my intent to teach.

MLO 2 was met when I took LS-384 which delved into issues in comparative and international education. I learned a lot about the various education systems in the world and how they compare to the education system in the United States. Different cultures have different points of view on the many aspects that are included in education. I feel that it is important to learn from other education systems and learn differing ways to improve the education system in the U.S, to better educate my future students. Another course that I took was on multicultural literature, and the professor detailed the importance of including literature that discusses various cultures and various people being successful. Discussing various cultures with students will help them be more accepting of people and accepting of the differences between them. It was also important because it informed my peers and I the importance of addressing the different issues in the book or short story so as to be constructive during lessons and not being divisive.

The various LS courses helped give me a better understanding of the various viewpoints and beliefs of the various groups that I will both educate and work with throughout my career. Service learning gave me in the field experiences of the classrooms that I could be teaching in and the various teaching methods that were used by those teachers. I believe that the best way for me to become the professional that I envision myself being is getting more experience in a classroom. Working everyday with students and experience running my own classroom. Experience will provide me with a better understanding of how to meet the needs of my students and also meeting the requirements set by the state and the US government.

References

- Campigotto, R., Mcewen, R., Demmans Epp, C., (2013). Especially social: Exploring the use of an iOS application in special needs classrooms. *Computers & Education*, 60, 74-86. Retrieved from <https://doi.org/10.1016/j.compedu.2012.08.002>
- Daniels, H. (2009). Vygotsky and inclusion. In P. Hick,, R., Kershner, P., Farrell (Eds.), *Psychology for Inclusive Education: New Directions in Theory and Practice*. (pp. 24-37). Retrieved from <https://books.google.com/books?hl=en&lr=&id=AYyVxWnkim0C&oi=fnd&pg=PA24&dq=Vygotsky%27s+sociocultural+theory+realation+to+inclusion&ots=S38mgLTM3T&sig=HP0Q0qk8tNnv-JaPRndxfQflzCA#v=onepage&q=Vygotsky's%20sociocultural%20theory%20realation%20to%20inclusion&f=false>
- Fernández-López, A., Rodríguez-Fórtiz, M.J., Rodríguez-Almendros, M.L., Martínez-Segura, M.J., (2013). Mobile learning technology based on iOS devices to support students with special education needs. *Computers & Education*, 61. 77-90. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0360131512002199>
- Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education. *Journal Of Educational & Psychological Consultation*, 20, 9-27. Retrieved from [doi:10.1080/10474410903535380](https://doi.org/10.1080/10474410903535380)
- Gutshall, C. A. (2013). TEACHERS' MINDSETS FOR STUDENTS WITH AND WITHOUT DISABILITIES. *Psychology In The Schools*, 50(10), 1073-1083. doi:10.1002/pits.21725. Recieved from <http://eds.b.ebscohost.com.library2.csumb.edu:2048/ehost/detail/detail?vid=0&sid=59472a48-740e-4b7a-9157-0dd24645db6c%40sessionmgr101&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#AN=91667044&db=aph>
- Harvey, M. W., Yssel, N., Bauserman, A. D., & Merbler, J. B. (2008). Preservice Teacher Preparation for Inclusion. *Remedial and Special Education*, 31(1), 24-33. doi:10.1177/0741932508324397. Retrieved from <http://journals.sagepub.com.library2.csumb.edu:2048/doi/pdf/10.1177/0741932508324397>
- Idol, L. (2006). Toward Inclusion of Special Education Students in General Education. *Remedial & Special Education*, 27, 77-94. Retrieved from

<http://eds.b.ebscohost.com.library2.csumb.edu:2048/ehost/pdfviewer/pdfviewer?vid=1&sid=94355002-6607-44d6-a158-29a8507e3f85%40sessionmgr103>

Kamens, M.W., Susko, J.P., & Elliott, J.S., (2013). Evaluation and Supervision of Co-Teaching: *A Study of Administrator Practices in New Jersey*. 97, 166-190. Retrieved from <https://doi.org/10.1177/0192636513476337>

McLeskey, J. , Waldron, N. , & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *Journal of Special Education*, 48, 59-70. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0022466912440455#articleCitationDownloadContainer>

Obiakor, F. E., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012, August). Making inclusion work in general education classrooms. *Education & Treatment of Children*, 35, 477+. Retrieved from http://go.galegroup.com.library2.csumb.edu:2048/ps/i.do?p=AONE&sw=w&u=csumb_main&v=2.1&it=r&id=GALE%7CA301649979&asid=7f203098028711df0dcc0e6858ccd2c

Pacific Grove, California. (n.d.). Retrieved 2017, from <http://www.city-data.com/city/Pacific-Grove-California.html>

Ross-Hill, R. (2009), Teacher attitude towards inclusion practices and special needs students. *Journal of Research in Special Educational Needs*, 9: 188–198. doi:10.1111/j.1471-3802.2009.01135.x Retrieved from <http://onlinelibrary.wiley.com.library2.csumb.edu:2048/doi/10.1111/j.1471-3802.2009.01135.x/full>

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: a metasynthesis of qualitative research. *Exceptional Children*, 73, 392+. Retrieved from http://go.galegroup.com.library2.csumb.edu:2048/ps/i.do?p=AONE&sw=w&u=csumb_main&v=2.1&it=r&id=GALE%7CA165913483&asid=fd40e621638504385992492587504abf

Swann, W., & Snyder, M. (1980). On translating beliefs into action: Theories of ability and their application in an instructional setting. *Journal of Personality and Social Psychology*, 38, 879 – 888.