After reading this chapter, you should be able to link basic knowledge and skills described in the CEC Standards, INTASC Principles, and Praxis II Principles with information provided in this text. The table below shows how some of the specific standards and principles can be applied to each major section of the chapter. Included are the CEC Common Core Knowledge and Skill Standards, INTASC’s Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, and Praxis II topic areas for the Special Education: Knowledge-Based Core Principles (0351) test.

More Information:

Additional information about CEC standards can be found at the CEC website: http://www.cec.sped.org

Additional information about INTASC standards can be found at the Council of Chief State School Officers website: http://www.cesso.org

Additional information about PRAXIS and other licensure texts can be found at the Educational Testing Service website: http://www.ets.org

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<tr>
<th>Major Chapter Headings</th>
<th>Associated subsection and page numbers in Smith et al. 5/e text</th>
<th>CEC Knowledge and Skill Core Standard and Associated Subcategories</th>
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<td>Accepting Diversity</td>
<td>Pgs. 36-37</td>
<td>1: Foundations CC1K8 Historical points of view and contribution of culturally diverse groups. 5: Learning Environments and Social Interactions</td>
<td>III: Delivery of Services to Students with Disabilities</td>
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| Perceptions of Inclusion | Pgs. 37-39 | 7: Collaboration  
CC10S3 Foster respectful and beneficial relationships between families and professionals.  
3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  
3.01 All General and Special Education Teachers build students’ awareness, sensitivity, acceptance and appreciation for students with disabilities who are members of their classrooms, schools, and communities.  
2: The teacher understands how children learn and develop, and can provide learning opportunities that support the intellectual, social, and personal development of each learner.  
2.02 All teachers continually examine their assumptions about the learning and development of individual students with disabilities. |
| Critical Dimensions of Inclusive Classrooms | Sense of Community and Social Acceptance  
Pgs. 41-42 | 5: Learning Environments and Social Interactions  
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.  
3: The teacher understands how students differ in their approaches to learning and creates |
supportive learning environment in which diversities are valued.

instructional opportunities that are adapted to diverse learners.

3.01 All General and Special Education Teachers build students’ awareness, sensitivity, acceptance and appreciation for students with disabilities who are members of their classrooms, schools, and communities.

5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.03 All teachers take deliberate action to promote positive social relationships among students with disabilities and their age-appropriate peers in the learning community.

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<th>2: Development and Characteristics of Learners CC2K2 Educational implications of characteristics of various exceptionalities.</th>
<th>III: Delivery of Services to Students with Disabilities</th>
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<td><strong>Critical Dimensions of Inclusive Classrooms</strong></td>
<td>Effective Management and Instruction Pgs. 42-45</td>
<td>4: Instructional Strategies CC4S1 Use strategies to facilitate integration into various settings.</td>
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<td>7: The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum</td>
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| Critical Dimensions of Inclusive Classrooms | Personnel Support and Collaboration Pgs. 45-46 | 10: Collaboration CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. | 10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well being.  
10.02 All teachers understand the purposes of, and are effective members of, the different types of teams within the special education process (e.g., child study and teacher assistance teams). |
| Professional Collaboration | Pgs. 46-58 | 10: Collaboration CC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. | 10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well being.  
10.01 All General and Special Education Teachers share instructional responsibility for students with disabilities and work to develop well-functioning collaborative teaching relationships. |
| Creating and Maintaining Inclusive Classrooms | Preparing Staff for Inclusion Pgs. 58-59 | 4: Instructional Strategies CC4S1 Use strategies to facilitate integration into | 3: The teacher understands how students differ in their approaches to |
Creating and Maintaining Inclusive Classrooms  |  Maintaining Effective Inclusive Classrooms Pgs. 61-62  |  III:  Delivery of Services to Students with Disabilities

### Planning for Successful Inclusion, One Student at a Time

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<td>Pg. 63</td>
<td><strong>4: Instructional Strategies</strong>&lt;br&gt;CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.&lt;br&gt;<strong>5: Learning Environments and Social Interactions</strong>&lt;br&gt;CC5S3 Identify supports needed for integration into various program placements.</td>
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### References: