

Teaching About Disability and Special Education in a Secondary Social Studies Teacher
Education Program: A Self-Study

Darren W. Minarik

Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State
University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
In
Curriculum and Instruction

Steven M. Janosik, Committee Chair
Peter E. Doolittle
Carol Geller
David Hicks
Thomas O. Williams Jr.

May 30, 2017
Blacksburg, Virginia

Keywords: Professional Working Theory, Secondary Education, Social Studies
Education, Special Education, Teacher Education

Teaching About Disability and Special Education in a Secondary Social Studies Teacher Education Program: A Self-Study

Darren W. Minarik

ABSTRACT

The civic mission of the National Council for the Social Studies (NCSS) affirms the need for teachers to meet the unique and diverse learning needs of students with disabilities. However, scholarly work within social studies is limited regarding effective teaching practices for students with exceptional learning needs. Moreover, the research that does exist rarely aligns with the NCSS position statement addressing powerful teaching and learning as meaningful, integrative, value-based, challenging, and authentic. This study examines how one teacher educator with a background in both social studies and special education facilitates understanding about disability, special education, and the instructional needs of exceptional learners in an introductory special education course for pre-service secondary social studies teachers. Using data collected through course evaluations, assignment artifacts, weekly blog journal entries, colleague observations of class sessions, and student interviews, the author uses Professional Working Theory to analyze how practice (What I do), theory (How I understand), and ethics (Why I do) impacts course design and delivery. The author raises questions beyond improving personal practice by challenging others to consider how their teacher preparation programs address special education and disability for social studies pre-service teachers, suggesting that an accumulation of knowledge through similarly themed studies provides an opportunity for a beneficial comparison of practices. The author discusses recommendations to improve research intersecting special education and social studies education.

Teaching About Disability and Special Education in a Secondary Social Studies Teacher Education Program: A Self-Study

Darren W. Minarik

GENERAL AUDIENCE ABSTRACT

The National Council for the Social Studies (NCSS) supports the belief that teachers need the skills to support the learning needs of students with disabilities. However, there is a limited amount of information identifying effective teaching practices for students with disabilities in social studies classrooms. In addition, the research that does exist focuses more on helping students memorize social studies content instead of challenging students to consider why the content is important, how to apply the content, and how the content impacts themselves and other people. This study examines how one university instructor with a background in both social studies and special education teaches about disability, special education, and the instructional needs of students with disabilities in an introductory special education course for future secondary social studies teachers. Using data collected through course evaluations, assignment artifacts, weekly blog journal entries, colleague observations of class sessions, and student interviews, the author examines what his planning and teaching looks like, how his teaching connects to educational theories and research, and the values that make him choose various paths as a teacher. The author looked for ways to improve his personal practice while also asking others who prepare students for a career in education to consider how they address special education and disability topics for future social studies teachers. He suggests that multiple studies examining this topic will provide an opportunity for a helpful comparison of practices. He discusses recommendations to improve research connecting special education and social studies education.

DEDICATION

I would like to dedicate this dissertation to my entire family for their support and love throughout this process. In particular I would like to thank my wife Suzanne and my children, Harper and Graham.

ACKNOWLEDGEMENTS

I want to acknowledge my Radford University colleagues who participated in the data collection process as participant observers and those who shared their institutional knowledge about the introductory courses in special education. I am grateful for the editing support I received from Dr. Florine Graham who was always willing to read a chapter and provide feedback. I want to acknowledge all of my committee members for their guidance and support through this process, particularly Dr. Carol Geller who read sections of my dissertation providing periodic suggestions, Dr. David Hicks who advised me through my coursework and the first four chapters, and Dr. Steven Janosik for helping me complete the last two chapters and finalize my work. I also want to thank my other committee members, Dr. Peter Doolittle and Dr. Thomas Williams for their support and advice along the way. Finally, I want to thank my colleagues at Radford University for their patience, encouragement, and flexibility as I completed my coursework and writing.

TABLE OF CONTENTS

ABSTRACT.....	ii
GENERAL AUDIENCE ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
CHAPTER 1: STATEMENT OF THE PROBLEM.....	1
Connecting Social Studies and Special Education.....	1
Research Purpose.....	6
Dissertation Structure.....	12
CHAPTER 2: WHY SELF-STUDY? SEARCHING FOR INTERSECTIONS.....	14
Exploring Disability and Special Education.....	15
Conceptual Frameworks of Disability and Special Education.....	16
The Mission of Social Studies Today.....	21
Wise Social Studies Practice.....	23
Using the C3 Framework to Support Ambitious Teaching.....	26
Dimension 1: Developing Questions and Planning Inquiries.....	26
Dimension 2: Applying Disciplinary Concepts and Tools.....	28
Dimension 3: Evaluating Sources and Using Evidence.....	29
Dimension 4: Communicating Conclusions and Taking Informed Action.....	29
Intersecting Social Studies and Special Education in the Literature.....	30
Past Literature Reviews.....	32
Social Studies for Students At-Risk and with Disabilities.....	35
Knowing the How and Why of History.....	36
A Review of Strategy Intervention Research.....	39
Using Technology to Teach Social Studies.....	44
Discussion of Early Reviews.....	47
Review and Discussion of Other Pertinent Studies.....	51
Vocabulary Strategy Instruction.....	51
Perceptions, Attitudes, and Awareness.....	56
Comprehension Skills.....	63
Higher Order Thinking and Historical Reasoning.....	67
Conclusion.....	76

CHAPTER 3: USING SELF-STUDY METHODOLOGY TO INFORM MY

TEACHER PRACTICE.....	77
What Constitutes a Quality Self-Study?.....	79
Research Frame.....	80
A Model of Analysis for Self-Study.....	81
Designing My Self-Study Research.....	83
Participants.....	83
Data Collection Methods.....	84
Class Blog.....	85
Communication Between the Instructor and Student.....	87
Observations by Colleagues.....	89
Student Interviews.....	90
Other Artifacts.....	91
Data Analysis.....	91
Limitations and Challenges.....	96
Conclusion.....	101

CHAPTER 4: WHO AM I? CONTEXT OF MY DEVELOPMENT AS A

PROFESSIONAL EDUCATOR.....	102
Social Studies Identity.....	104
Special Education Identity.....	112
Social Studies and Special Education Collide.....	118
Teacher Education Identity.....	122
Introduction to Special Education for Secondary Educators.....	123
Conclusion.....	125

CHAPTER 5: EXAMINING MY PRACTICE THROUGH PROFESSIONAL

WORKING THEORY.....	127
Theme 1: Designing and Structuring the Course.....	128
The Practice of Designing and Structuring the Course.....	129
Theory and Ethics Underlying Course Design and Structure.....	137
Theme 2: Unlearning Perceptions of Disability and Special Education.....	141
Addressing Perceptions Through Language in Class Lessons.....	143
Lesson Plan Activities Examining Images and Perceptions.....	150

Learning From a Person with a Disability.....	156
Teaching Disability History and Law to Address Perceptions.....	158
Disability History.....	159
Legal Aspects of Special Education and Disability.....	160
Addressing Perceptions Through Class Projects.....	165
Disability in Film.....	166
Disability Category Mini-Lessons.....	170
Classroom-Student Inquiry Project.....	173
Theme 3: Demonstrating Instructional Best Practices.....	175
Modeling Instruction in Lesson and Projects.....	177
Incorporating SIM Content Enhancement and Makes Sense Strategies.....	187
Routines to Organize Content.....	187
Routines to Teach Main Ideas and Essential Details.....	192
Routines Using Mnemonic Recall Strategies to Learn Content.....	194
Routines Addressing Higher Order Conceptual Understanding.....	196
Conclusion.....	198
CHAPTER 6: CONCLUSIONS AND IMPLICATIONS FOR FUTURE PRACTICE.....	201
Limitations.....	201
Situating the Findings Within Professional Working Theory.....	202
Addressing Practice: What I Do.....	204
Examining Theory: How I Understand.....	207
Understanding Ethics: Why I Do.....	208
Implications for Future Research and Practice.....	210
Implications for Collaborative Self-Study Research.....	212
Using Professional Working Theory Within Self-Study.....	214
Using Self-Study to Open Other Professional Opportunities.....	214
Conclusion.....	215
REFERENCES.....	217
APPENDICES.....	249
Appendix A. Course Organizer and Advance Organizer Samples.....	249
Appendix B. Course Syllabus.....	251
Appendix C. Sample Lesson Plan.....	255

Appendix D. Curriculum Map: Content, Methods, and Assessments.....	259
Appendix E. Curriculum Map: Course Objectives, Timeline, and Level of Learning.....	266
Appendix F. EDSP 404/504 Images of Disability Film Project.....	269
Appendix G. Disability Categories Mini-lesson.....	273
Appendix H. Classroom/Student Inquiry Project.....	278
Appendix I. Unit Plan Project.....	282

CHAPTER 1:

STATEMENT OF THE PROBLEM

Despite the quarrels about the nature and purpose of social studies, there is, I believe, agreement among social studies educators about their central professional goal: It is to help social studies teachers, regardless of their teaching area or their position or lack of position on the nature of social studies, meet their instructional challenges (Shaver, 2001, p. 247).

A defining purpose of initial teacher preparation programs is to offer future educators the knowledge, skills, and dispositions that will help their students reach a maximum level of success in school (Bransford, Darling-Hammond, & LePage, 2005). Teacher educators strive to provide pre-service teachers with knowledge of learner complexities, an understanding of subject-area content and curriculum goals, and a collection of sound pedagogical practices to support positive academic, behavioral, and social outcomes (2005). In more than 20 years as an educator, I have worked in three disciplines: social studies education, special education, and teacher education. This provided me with a broad array of teaching experiences, at levels ranging from kindergarten through graduate studies, and it raised a number of questions for me about the level of preparation that future general education teachers receive with regard to teaching students with disabilities.

Connecting Social Studies and Special Education

As we approached the 21st century, approximately 47% of students with disabilities spent 80% or more of their school day in general education settings and now that percentage has grown to more than 75% (Banks et al., 2005; Schweder, 2011). The inclusion of students with disabilities in general education settings began with mainstreaming in the late 1970s, followed by

the Disability Rights Movement and Regular Education Initiative (REI) of the 1980s, and gained momentum with the passage of the Individuals with Disabilities Education Act (IDEA) in 1997 (Fontana, 2004; Hardman & Dawson, 2008; Pugach, 2005). Including students in general education classrooms increased in practice as a result of federal laws including No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 (Hardman & Dawson, 2008). These laws encouraged greater collaboration between special education and general education teachers. In addition, the pressures of high stakes testing mandates and state performance plan indicators requiring successful post-school outcomes led to schools demanding more rigorous academic and graduation standards for students with disabilities (Wittig, 2009).

Undoubtedly, the need to understand how to support the academic, behavioral, and social needs of students with disabilities in the general education classroom has never been more evident. Until recently, finding scholarship addressing how to educate students with disabilities in social studies settings was difficult, despite the importance of social studies as a subject for all students (Bouck, Courtad, Heutsche, Okolo, & Englert, 2009). Moreover, students enrolled in social studies teacher education programs experience little exposure to special education and disability topics (Passe & Lucas, 2011). Licensure generally requires one special education introductory course for future teachers (Allday, Neilsen-Gatti, & Hudson, 2013; Harvey, Yssel, Bauserman, & Merbler, 2010; Winzer, Altieri, & Larsson, 2000). In addition to a lack of attention from teacher education programs, social studies methods textbooks and the readings in history courses required for licensure provide limited subject matter addressing disability or special education (Longmore, 2009; Lucas & Passe, 2016; Passe & Lucas, 2011; Rose, 2006; Scotch, 2009). Even with a recent increase in research examining instructional strategies and

differentiated services that support students with disabilities in social studies settings, there are still no studies examining how teacher educators address and apply this research in their programs (Minarik & Hicks, 2011). Likewise, there is a limited body of research addressing perceptions of disability and special education within the social studies field, and these studies limit their scopes to the attitudes and perceptions of classroom teachers and high school students (Donaldson, Helmstetter, Donaldson, & West, 1994; van Hover & Yeager, 2003). No scholarship has yet examined how attitudes and perceptions about disability and special education form within social studies teacher preparation programs, or how teacher educators negotiate these topics when preparing future teachers (Cosier & Pearson, 2016).

Fortunately, several generalized studies explored attitudes and awareness toward disability at the pre-service level (Bradshaw & Mundia, 2005; Brownlee & Carrington, 2000; Mullen, 2001). For instance, Pugach (2005) completed a review of literature addressing the preparation of general education teachers to work with students with disabilities. Similarly, scholars have questioned the effectiveness of teacher preparation programs in addressing inclusive settings (Florian, Young, & Rouse, 2010; Harvey et al., 2010). These studies serve as a potential foundation for examining specific practices within social studies teacher preparation. They provide a catalyst for analyzing practitioner practice, specifically for targeting social studies teacher preparation programs and how they address special education and the concept of disability. Since there have been no previous attempts to examine this topic specifically within social studies, and because I teach a course introducing special education and disability to future social studies educators, self-study represented a logical first step in my process of inquiry.

Within the field of social studies, a paradox exists regarding the stated civic mission of the National Council of the Social Studies (NCSS) that teachers meet the unique and diverse

learning needs of students with disabilities (2010a, p. 9). Despite this stated mission, scholarly work within social studies is relatively silent on this issue, providing a small body of research to assist teachers in understanding the skills and strategies needed to meet exceptional learning needs in an inclusive social studies setting (Bouck et al., 2009; Bulgren, Sampson, Graner, & Deshler, 2013; Ferretti & Okolo, 1996; Lintner & Schweder, 2008; Minarik & Hicks, 2011; O'Brien, 2000; Passe & Beattie, 1994). Moreover, the research that does exist rarely aligns with the NCSS (2010b) position statement addressing powerful teaching and learning as meaningful, integrative, value-based, challenging, and authentic. This paradox is one that I directly experience as teacher educator with a background in both social studies and special education, and it served as a spark for researching my own practice as I attempt to search for ways to bridge the best practices of social studies and special education.

When I was hired as a teacher educator at Radford University, there was an expectation that I would use my background in both social studies and special education to prepare social studies teachers to teach in inclusive settings. To do this, I was assigned to teach an introduction to special education course for future secondary social studies teachers. My ability to cross over between special and general education fit part of a larger initiative within the School of Teacher Education and Leadership (STEL) to increase collaborative opportunities between general education and special education (Altieri, Colley, & Daniel, 2008). STEL began without a long-term vision for merging our expertise, but we did believe that preparing future general and special education teachers to collaborate would “facilitate the success of diverse learners” (Winn & Blanton, 2005, p. 2). Early course evaluation comments revealed potential problems with my instruction and course design. Overall, students enjoyed the introductory course, but they made few connections between disability, special education, and their own practice as future social

studies teachers. I began to question the design of my course and my own ability as a teacher educator to make the necessary connections and improve understanding that would ultimately lead to the development of effective social studies teachers in inclusive classroom settings.

As with any problem, it is necessary to determine possible scenarios for how such a problem might arise. In the field of special education, for example, teachers learn to examine the antecedents that trigger problems they experience in school settings before addressing the problems with written plans. Therefore, it seemed appropriate to seek antecedents within my own practice as a social studies and special education teacher educator preparing students to work with exceptional learners. I considered a broader approach of examining multiple teacher preparation programs, but it seemed disingenuous to study and draw conclusions about the practices of other teacher preparation programs, without reflexively examining my own practices first.

Both undergraduate and graduate students attended the introductory course I teach. This class represented the first time many of these students addressed the constructs of special education and disability in the context of becoming a social studies teacher. Some students came to class knowing people with disabilities through work, school, family, or friends. Others had a disability label themselves and requested accommodations or self-disclosed through class discussions. While enrolled in my introductory course, these students also completed their early field experience, splitting time between a middle and high school setting. These experiences provided some exposure to students with disabilities in the general education classroom, although they were frequently limited depending on the placement.

I decided to examine my own practice for one semester as I entered my fourth year teaching this course. Each year, I made changes to the curriculum and instructional materials in

response to course evaluations that suggested potential disparities between the course goals and student perceptions of the content addressed. For example, students previously questioned the nature of the content, its relationship to special education, and its relevance to the education of students with disabilities. Despite my changes to curriculum and instruction, a range of comments in course evaluations since 2008 consistently suggested that student perceptions of the content covered and the goals and essential questions addressed during the semester seemed somewhat disconnected (see Table 1.1). These comments naturally led me to reflect on my own practice through an exploration of the course curriculum I follow, my pedagogical practices, and how my instruction addresses student perception of what is and is not special education content and pedagogy.

Research Purpose

In this study, I lay the groundwork for what will hopefully become a shared research mission within the social studies scholarly community to address how social studies teachers attend to the diverse needs of students with disabilities and how social studies teacher educators prepare future teachers for this purpose. My interest in social studies, special education, and the concept of disability evolved from my own experience as a social studies teacher and special education teacher educator, my oldest brother's mental health challenges, and my personal challenges associated with Antinuclear antibody-negative Systemic Lupus Erythematosus (ANA-negative SLE). This research self-study represents a "situated inquiry" (Samara & Freese, 2011, p. 40) addressing my individual story as a teacher educator in both social studies and special education, and how I prepare future social studies teachers to work with exceptional learners.

Table 1.1.

Student Evaluation Written Comments 2008-2010

Year	Comments Questioning Special Education Focus and Understanding	Comments Affirming Special Education Focus and Understanding
2008	• “The assignments in the class hardly related to special education.” • “We could have learned more and taken more time to learn how to accommodate certain disabilities’ needs.” • “Important subject, just not a lot of focus on disabilities.”	• “Important course for all educators. Learned a lot about making curriculum accessible for different types of learners.”
2009	• “I felt most of the information learned in class dealt more with classroom management and not special education.” • “Very professional, but we focused more on other things besides special education.”	• “Good course that provided relevant, real life examples of what we can expect in the classroom.”
2010	• “I felt we didn’t learn anything about IEPs, 504s, or nearly enough about actual disabilities and how to deal with them. The class seemed to be more about using organizers and strategies than special education.” • “I feel there should be more focus on how to handle or teach students with various disabilities.”	• “Engaging, gave varied assignments taught in different ways, really showed special education in a whole new light.”

The purpose of this study is to examine my practice as a teacher educator in a course I have taught since 2008 that introduces future secondary social studies educators to special education. Although my research provides the historical development of my various educational identities during a 25-year period, the primary data collection took place during one semester of teaching EDSP 404, Introduction to Special Education for Secondary Educators. I used a qualitative self-study methodology to examine my teaching practices, including areas where I successfully supported course objectives for these students, and areas of potential improvement in my practice. Self-study is a self-initiated “methodology for studying professional practice settings” with the purpose of improving practice (LaBoskey, 2007, p. 817). Using the analytic frame of self-study “provides relevance and utility to practitioners particularly because the inquiry is contextually bound” (Samara & Freese, 2011, p. 41). Self-study gained prominence in the last decade as a primarily qualitative way to examine and improve practices in teacher education, as evidenced by the growth of the Self-Study of Teacher Education Practices (S-STEP) special interest group (SIG) as one of the largest SIGs in the American Education Research Association (Adler, 2008; Crowe, 2010; Johnston, 2006). Origins of self-study include Dewey’s (1933) notions of reflective thinking and Schön’s (1983) reflection-in-action. This growth in prominence is also evident within the field of social studies with calls by scholars to use self-study to improve social studies education (Adler, 2008; Crowe, 2010; Johnston, 2006). Self-study connects well with the NCSS position statement on powerful and authentic social studies instruction being meaningful (NCSS, 2010b). Specifically, meaningful social studies require teachers who are “reflective in planning, implementing, and assessing meaningful curriculum” (p. 170).

The focus of self-study is to build knowledge about my own teaching and learning and to scrutinize assumptions about classroom practice that I developed during my time as an educator (Loughran, 2007). Cochran-Smith and Lytle (1999) noted that this form of teacher research allows the teacher to gain knowledge through “self-critical inquiry” (p. 22) and address factors that lead to better student learning. Myers (2002) noted that self-study challenges teacher educators to rethink traditional delivery of instruction through “telling, showing, and guided practice” (p. 131). Bullough and Pinnegar (2001) recognized that embedded within self-study is the examination of identity and those factors that influence identity formation. Similarly, Dalmau and Guðjónsdóttir (2002) identified the importance of identity within self-study through their use of professional working theory. In this process, teachers dissect their daily practice, understand the theory driving their practice, and reflect on the values and principles guiding their practice leading to “the construction of professional identity” (p. 104). Acknowledging this feature of self-study made it necessary for me to consider within my data collection the various identities I negotiate in class and those factors that influence these identities. Self-study also recommends a degree of collaborative interaction, although it is not a required part of the methodology (LaBoskey, 2007). As the only teacher of record for this course, I could not rely on collaboration with a colleague also teaching the same course. Therefore, I asked two teacher education colleagues to observe my teaching practices during the semester and take detailed field notes. I also considered as part of my critical self-inquiry incorporating the actions and reflections of my students as they negotiated course requirements, their understanding of disability and special education, and the perceptions, policies, and practices associated with these constructs. These actions and reflections were documented through blog comments, personal communication, and interviews.

The intended result of this study is a discussion of my facilitation of students' experiences as they deliberate about their understanding of disability and special education, how these constructs intersect with social studies education and the education of students with disabilities in the social studies classroom. The goal is to expand my knowledge base by identifying ways to improve my own practice as a teacher educator, and to encourage further study about how teacher educators address disability and special education in teacher preparation within the university where I work.

Outside the context of my university setting, this study may serve to provoke others in the social studies field to consider similar studies of their own teacher preparation programs and recognize self-study as a potential approach for improving the practice of social studies teacher educators. Crowe (2010) provided a strong push in this direction with a book addressing self-study as a tool of practitioner inquiry in social studies education. Most self-study literature up to this point addressed topics such as methodology, reform, and personal accounts, but subject area focus represented a significant gap in self-study literature (Crowe, 2010).

The question addressed in this self-study is, "How do I act to facilitate prospective secondary social studies teachers' understanding about disability and teaching students with disabilities?" Within this question I examine how various personal and professional factors revealed through the Professional Working Theory (PWT) framework influence my teaching practice (Dalmau & Guðjónsdóttir, 2002). This question mirrors the genre of research questions inherent in self-study. Loughran (2007) stated that the "normally helpful notion of the 'research question' might, in many self-studies, be better described as a dilemma, contradiction or tension derived from or created through particular approaches or expectations of practice" (p. 26). The dilemma I face and tension I negotiate as a teacher educator with experience in social studies and

special education creates a natural research environment for self-study. The latitude of my question is not unusual in self-study, as it allows for an open examination of the dilemma and provides openings for the emergence of new issues or inquiries as the study progresses (Samara & Freese, 2011). Crowe and Berry (2007) proposed a similar self-study research inquiry exploring how their principles of practice were designed to support moving prospective teachers from thinking as students to having them think as teachers. It is important to note that the intention of this self-study research is not to find definitive resolutions to a question or questions, as self-study is an ongoing process of improving practice (Myers, 2002). Rather, the purpose of this study and of most self-study research targeting teacher education practices “is to provoke, challenge, and illuminate, rather than confirm and settle” pedagogical practices as teacher educators (Bullough, Jr. & Pinnegar, 2001, p. 20). My question is ongoing and it examines my own practice, but it is also intended to resonate with teacher educators who have similar questions about social studies and special education within their teacher education practices.

Self-study is significant in that it provides a personal background for improving my own practice, while also revealing one piece of the larger teacher educator landscape used to inform future research (Clandinin & Connelly, 2004). If others in the field consider how social studies teacher preparation programs address special education and disability, the resulting accumulation of knowledge would provide an opportunity for a comparison of practices, successes, and challenges. Zeichner (2007) suggested teacher educators expand the role of self-study beyond the improvement of individual practice, by considering how we can build on what others have learned in similarly themed studies. He noted that self-studies now appear in respected peer reviewed journals, providing more legitimacy to the methodology and laying the groundwork to discuss impacts of teacher preparation beyond the boundaries of individual practice. Building on

Zeichner's hopes for self-study, Vanassche, and Kelchtermans (2015) developed a systematic review of self-study literature within the journal *Self-Study of Teacher Education Practices* in an attempt to reveal the major themes within the research. They noted that the major themes included (a) how pedagogical practices impact teacher preparation; (b) comparing perceptions and beliefs about teaching practices with the actual practice; and (c) how teacher educators look to "make their practice a more socially just learning environment" (p. 513).

Dissertation Structure

The first chapter notes the limited literature intersecting special education and disability topics with social studies and introduces how my personal background coupled with the limited scholarly research lead to the research question I address using self-study methodology. Chapter two highlights my first attempt at understanding the breadth and depth of literature examining disability and special education topics in social studies educational settings. I begin by providing a conceptual background of disability studies, special education, and social studies education. I then review the seminal literature during a 30-year period that intersects social studies with disability and special education. This inquiry represents an effort to explore the research available that intersects social studies with disability and special education and it served as the impetus for questioning my own practice of connecting special education to social studies in my introductory course. Chapter three details my self-study methodology by identifying the components of a quality self-study employed as well as my research frame, using Professional Working Theory (PWT) to examine my practice. The chapter also explores potential limitations and challenges that arise when completing a reflective form of practitioner research. Chapter four addresses the context of my development as a teacher educator with an examination of the social studies, special education, and teacher education identities that constitute a critical part of this

development. I also share the history of EDSP 404, the introduction to special education course I teach. Chapter five identifies my findings as they relate to the research question, exploring multiple major themes that arose from the collected data. Chapter six provides conclusions based on the findings and provides potential implications for my own practice and future research within the field.

CHAPTER 2:

WHY SELF-STUDY? SEARCHING FOR INTERSECTIONS

In contrast to other school subjects, social studies has not received adequate attention in the education of students with disabilities although it is an important domain of study for all students (Bouck et al., 2009, p. 14).

This chapter begins with the identification of the theoretical background of special education and disability studies, emphasizing essential concepts and interpretations of terminology used in scholarly research. This background provides context regarding the perception of disability in schools and the community. In addition to a conceptual understanding of disability, I also examine the pedagogical orientations that exist within the field of special education. Then I take a look at the mission of social studies education, exploring current pedagogical trends, identifying what the social studies field considers wise practice. This primer serves three purposes. First, it provides a brief background for those in social studies who have limited knowledge in disability and special education research in addition to the history driving the theory and research. Second, it helps clarify how the research intersecting special education and social studies does or does not align with what is considered best practice within the social studies field. Third, it creates a frame of reference regarding the influences in my own background as both a social studies and special educator. Finally, I share the research I completed that examines the terrain of social studies literature in relation to special education and disability, and within the context of instructional practice. This review begins with a brief examination of four past literature reviews addressing research focused on social studies and students with disabilities through curriculum, pedagogy, and learning. The studies identified in

each review served to augment my own knowledge base. This created focus for when I began my self-study, considering how this research fit within the content I address in EDSP 404.

I then provide a review of empirical research and other articles not addressed in prior reviews. To handle the complexities of reviewing such a wide variety of literature, I chose to follow Baumeister and Leary's (1997) narrative approach, which is a way "to link together many studies on different topics, either for purposes of reinterpretation or interconnection" (p. 312). The narrative approach provided the opportunity to test hypotheses with a potentially broad array of topics. Part of Baumeister and Leary's narrative process builds on a broad synopsis of literature over a period and a categorization of these works to provide an organized account of what is currently available. The four prior literature reviews (Boon, Blankenship, & Chalk, 2007; Curtis, 1991; De La Paz & MacArthur, 2003; Fontana, 2004) serve part of this purpose by revealing a glimpse of what others have researched up to this point. These reviews function as a starting point to compare and search for commonalities while exposing potential questions left unanswered. This examination stops at the point at which I began my self-study.

Exploring Disability and Special Education

To dissect the literature and examine potential intersections between social studies, disability, and special education, it is essential to be familiar with the conceptual underpinnings of disability and special education including current discussions within both fields. I use disability and special education throughout this self-study and they are not meant to be interchangeable terms nor are they dichotomous. First it is important to acknowledge the difficulty in defining "disability" because there is no unanimity in the literature and it is frequently described as abstract and generalized (Anastasiou & Kauffman, 2011; Kudlick, 2003). For the purpose of this review, the concept of disability as it relates to those in disability studies

and special education is explained. It is necessary to note my own view of disability has continually evolved as I spend more time researching and writing about disabilities and working with young people actively involved in advocating for self-determination. As a result, these interpretations of disability and special education are continually informed by my own experiences in addition to the frameworks of others.

Conceptual Frameworks of Disability and Special Education

There are several conceptual frameworks addressing the notion of disability, with the sociocultural and medicalized frameworks (Table 2.1) dominating the discussion. In disability studies, the common framework is the social model or sociocultural view of disability where disability is framed as a construction created by societal interactions and norms and recognizes disability as a vital contributor in society (Connor, 2013; Ware, 2005). The linguistic representation of the word “disability” is seen as negatively positioning the ability of an individual and only seeing someone from a limitations perspective, demonstrating how society marginalizes people not considered to be able-bodied (Anastasiou & Kauffman, 2011). This suggests people without disabilities are defining and judging normality and frame much of what is assumed about disability through an ability normative or ableism lens (Foucault, 1977; Wolbring, 2008). The social model challenges these assumptions, encouraging recognition of those who have been excluded in the past (Jones, 1996; Wolbring, 2008).

In contrast to the social model is the medical model or medicalized lens of disability, which has been categorized as the same or similar to the deficit model, functional limitations model, and rehabilitation model of disability (Burch & Sutherland, 2006; Jones, 1996). The medical model addresses the biology of the disability and “seeks to reduce the complex problems

Table 2.1.

Medicalized and Sociocultural View of Disability

Medicalized View of Disability	Sociocultural View of Disability
Person has a medically diagnosed disability that is preventable, curable, or improved with rehabilitation.	The person's disability is a complex condition affected by context and largely a consequence of prejudice and marginalization.
Focus on diagnosis, labeling, and the impairment first. When a person struggles or fails, the disability is seen as the primary cause.	Focus on the person first with an emphasis on strengths, needs, and ways to address challenges. When a person struggles or fails, it is more directly related to the environment, not the disability.
Emphasis on educational environment that fixes the impairment, which may mean alternative services and settings instead of inclusive settings.	Emphasis on the inclusive educational environment first with consideration of alternative settings only after exhausting inclusive options.
Learning is best achieved in an individual or small group situation where instruction is very teacher directed.	Learning is a social activity requiring active involvement with other students and where the teacher guides instruction with scaffolds that provide for a gradual release of control. Instruction is both teacher and student directed.
Society sees disability as not the norm and sees people with disabilities as needing to adapt and fit in.	Society evolves to question the definition of normal and how society can change to better include people with disabilities.

Source: Connor, D. J. (2013). Who "owns" dis/ability? The cultural work of critical special educators as insider-outsiders. *Theory & Research in Social Education*, 41(4), 494-513. Adapted from Minarik, D. W., & Lintner, T. (2013). Disability history: Humanity worth defending. *Ohio Social Studies Review*, 50(2), 15-21.

of disabled people to issues of medical prevention, cure or rehabilitation" (Shakespeare, 2006, p. 199). Federal laws are defined by the notion of the effect of one's pathology on his or her daily life. As an example, the 1990 Americans with Disabilities Act (ADA) defined disability as an impairment affecting daily life, painting the picture of disability as an impairment or deficit needing special services or supports. In the field of special education, teacher understanding of disability is often connected more to the medical model because special education services are

driven by the 13 disability categories defined under federal law as impairments affecting the daily life of a child (IDEA, 2007). Classroom instruction in special education is often framed in terms of interventions using specific strategies to improve student academic performance and address social and behavioral issues. With the advent of high stakes testing, the focus is often on what students are failing to do as opposed to what they are doing well.

Although I presented the social and medical models as a dichotomy, it is important to note that the advent of inclusive schooling for students with disabilities encouraged educators to recognize issues brought up within disability studies about the social construction of disability, resulting in a blend of the models within schools. More than 90% of students with specific learning disabilities, attention deficit hyperactivity disorder, emotional and behavioral disorders, and mild intellectual disabilities are educated in general education classrooms, not in self-contained settings (Schweder, 2011). The 1997 IDEA and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) changed the focus of earlier special education law by requiring special education teachers to address in the Individualized Education Program (IEP) how students with disabilities would be ensured access to the curriculum within the general education classroom (Hardman & Dawson, 2008). No Child Left Behind (NCLB) also pushed the inclusion of students into the general education classroom. NCLB mandated that all students be on grade level by 2013, including students with disabilities. In addition, the teacher of record for a class must be highly qualified in the subject or subjects being taught (2008). The 2015 passage of the Every Student Succeeds Act (ESSA) is shifting authority for accountability, teacher evaluations, and school improvement to state and local governments. It is unclear what impact the ESSA will have on students with disabilities, but there is hope that the new law will

result in expanded access to the general curriculum and improved behavioral and academic outcomes (Samuels, 2015).

As a result of these laws, social studies teachers are expected to collaborate more with special education through participation in the IEP process as well as within grade and department level team meetings. In the classroom, general education teachers are often asked to provide support and direction for paraprofessionals and increasingly co-teach with their colleagues in special education (Murawski & Lochner, 2011). The emphasis shifted from a deficit model remediation approach of instruction for students with disabilities to early intervention and tiered support with models such as Response to Intervention (RtI) (Murawski & Hughes, 2009). RtI is designed to address the literacy needs of struggling learners early in their education (Fletcher & Vaughn, 2009). Classroom teachers are reconsidering how instruction is designed and implemented through concepts such as differentiation and Universal Design for Learning, which encourage meeting the needs of all students in the general education classroom (Pisha & Coyne, 2001; Tomlinson, 2000).

Shakespeare (2006) noted aligning with the social or medical model is in itself problematic because these models are imperfect. He cautioned focusing solely on the social model as this would suggest a physical, cognitive, or other impairment has no medical basis (2006). As an alternative to the medical and social models, Hahn (1991) and Jones (1996) proposed the minority group model for disability, suggesting a similarity between the challenges people with disabilities have faced to those who have faced challenges because of their race, ethnicity, gender, sexuality, or age. Ed Roberts and others in the disability rights movement in the United States used aspects of this model to organize and gain support for passage of the Americans with Disabilities Act ("Ed Roberts 'The father of independent living'," 2008).

Erevelles (1989) stepped beyond this minority group model, suggesting disability should not be given a marginalized status like other groups, but rather it needs to be seen as “central in explaining how and why racial, gendered, and sexual subjects are oppressively constituted within educational settings and within society at large” (p.26).

Anastasiou and Kauffman (2011) suggested that these debates about medicalized and social models of disability have implications for how special education is delivered in public schools. The concern is that special education is in danger of becoming “not-special” if inclusive educational practices stop specializing the instruction for the individual learner. My own experiences taking special education coursework for licensure in 1999 revealed how scholars within the field explored the role of behaviorism, social learning theory, and constructivism within the pedagogical framework of special education (Gindis, 1999; Reid & Stone, 1991; Steele, 2005). The field of disability studies used social constructionism to question how special education relies on medical model methods that emphasize prevention, treatment, remediation, and measuring results (Anastasiou & Kauffman, 2011; Ware, 2005). Behaviorism’s influence on special education practices appear within behavior management, individualized instruction, and direct instruction methods, whereas constructivism maintained a greater influence on general education practices (Brantlinger, 2005; Pugach, 2005). For instance, special educators look at the antecedent, behavior, and consequence when completing functional behavioral assessments and individualized behavior intervention plans, considering how behaviors are developed through association or changed through types of reinforcement. Direct Instruction works in a similar way, breaking down tasks into explicit scripted steps, encouraging frequent practice, and reinforcing accurate task completion with continual monitoring and targeted feedback (Steele, 2005). These

specialized forms of instruction are frequently intensive and ongoing with explicit strategies modeled with fidelity by trained special educators (Zigmond, 2003)

Regardless of where one falls within this discussion, these models and discussions raise important questions when examining how researchers write about special education and disability in social studies literature and the discourse used in social studies standards, classroom curriculums, and when discussing the advancement of civic competence and citizenship development. These theoretical models framing disability and special education lay some foundational knowledge of existing scholarly discussions and help support social studies researchers as they explore themes related to disability and special education in their research. It is necessary for us to consider the positioning of authors who are writing about young people with disabilities negotiating social studies constructs.

The Mission of Social Studies Today

Parker (2010) challenged social studies educators to “look critically at how contemporary scholars are thinking and writing about social studies today in its various dimensions” (p. 5). To take on this challenge, educators need to examine the construct of social studies within the literature and question how the inclusion of special education and disability topics fits within this construct. A problematic aspect of making this connection is trying to make sense of the purpose of social studies. In 1992 the National Council for the Social Studies officially adopted the definition for social studies as:

...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and

sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 1994, p. 3).

The breadth of this definition demonstrates the difficulty of defining social studies and the stated purpose also represents a contested topic despite the official stance by NCSS.

Armento (1996) noted there has been much research about teacher beliefs and yet there is still disagreement and some ambiguity about the purpose or goals of social studies. It is challenging to define social studies today because of the variety of subject matter offered within the field. It is regularly taught in schools as a series of distinct subjects such as economics, geography, history, political science, sociology, and psychology. As a result, states and national organizations differ on the standards to be addressed and the definitions of social studies are many. Some definitions place the emphasis on history while others identify civics as central, so it is a challenge for the social studies field to find common ground (Grossman, Schoenfeld, & Lee, 2005).

Educators in both social studies and special education have frequently reminded us that democratic citizenship education is a primary task of public schools, and the role of social studies education is the development of citizens who are knowledgeable and responsible (Barton & Levstik, 2004; Dewey, 1996; O'Brien, 2000; Parker, 1996; Patton, Polloway, & Cronin, 1987; Rubin, 2007). When finding historical references to the role of social studies education and of schools in general, theorists such as Dewey also supported this notion that schools are responsible for the development of good citizens. Dewey spoke of the “laboratory of democracy” and the social function of education where “each individual gets an opportunity to

escape from the limitations of the social group in which he was born, and come into living contact with a broader environment” (1916, p. 20). Dewey saw this broader environment as a heterogeneous mix of youth brought together by the common link of the public school (1916). These constructs regarding citizenship and the role of public education and the social studies classroom are important to consider. It is necessary to reflect and question how young people with disabilities are being taught and fit within these expectations and definitions.

Wise Social Studies Practice

In addition to the challenges regarding the definition and mission of social studies, teacher educators must also consider the pedagogy supported by the NCSS and teacher preparation programs. There are nine pedagogical standards (see Figure 2.1) listed within the NCSS National Standards for Social Studies Teachers (2002). These standards suggest social

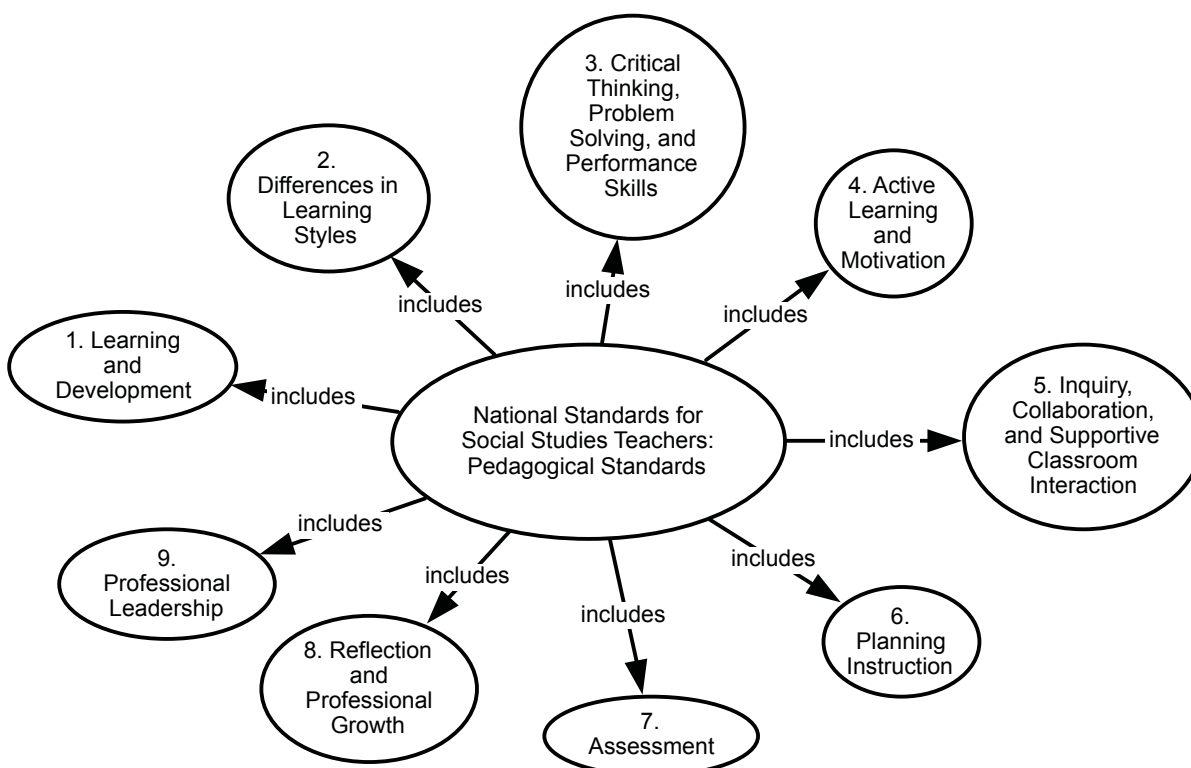


Figure 2.1. NCSS pedagogical standards.

studies teachers should “possess the general pedagogical knowledge, capabilities, and dispositions needed to create the kinds of learning experiences and classroom and school environments that are envisioned by recent reform movements and validated by research” (p. 51). Teachers are encouraged to meet diverse learning needs through active classroom engagement and the use of “verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom” (p. 51). Within classrooms, many teachers are still relying heavily on textbook guided instruction and factual recall compared to investigation and interpretation (Bean, Zigmond, & Hartman, 1994; Grant & Gradwell, 2009; Levstik, 2008). Some teachers find themselves tailoring content to state standards or state exams, while others seek out additional resources and have moved toward more engaging inquiry-based practices (2009; 2008).

Since 1991 there have been a number of useful social studies handbooks dedicated to research into practice in social studies education (see Adler, 2004; Levstik & Tyson, 2008; Parker, 2010; Shaver, 1991; Stanley, 2001; Yeager & Davis, 2005). These books provided a glimpse into potential research directions and informed social studies educators about the pedagogical practices described as powerful social studies and wise social studies practice. Brophy and Alleman (2008) described powerful teaching in social studies as being meaningful, memorable, and applicable. This aligns well with the NCSS (2008) position statement addressing powerful teaching and learning as meaningful, integrative, value-based, challenging, and authentic. Brophy and Alleman (2008) highlighted organizing content with big ideas or concepts and connecting these to a student’s prior knowledge and experiences. An emphasis was also placed on constructivist teaching where one would see “a teacher scaffolding co-

construction of understandings within a collaborative learning community” and “students collaborating in pairs or groups during inquiry or decision-making activities” (p. 40).

Barton and Levstik (2010) noted the importance of teachers providing their students with the skills associated with historical investigation, as these are necessary for democratic citizenship. Students learn how to analyze and interpret information in various forms through historical accounts and perspectives of others with whom they come in contact. Likewise, Vansledright (2010) placed a similar emphasis on historical thinking with teaching students to learn how to assess the kind of sources with which they regularly come in contact. He noted how the notion of thinking historically and what is involved “hinges on turning typical history instruction upside down”, (p. 119) acknowledging more investigative and inquiry-based instruction is not necessarily the norm in social studies classrooms. Parker (1991) argued students would benefit best when “meaningful learning of selected content is paired with an interest in learning of strategies that can be used to construct and operate on knowledge” (p. 353). This balanced approach would help teachers reach those higher order thinking and decision-making objectives in social studies lessons.

One possible avenue to coalesce these practices is to explore Grant’s notion of “ambitious teaching and learning.” According to Grant (2003) there is a growing body of research showing how ambitious teaching and learning promotes wise and powerful social studies practice. Ambitious teaching is described as the relationships between the teacher, student, and the content being taught. It occurs when “smart teachers, curious students, and powerful ideas come together” (p. 187). Research has shown ambitious teachers share some common characteristics including a strong knowledge of subject matter, the ability to know the backgrounds and needs of their students, and the capacity to challenge or support their students

through the struggles and successes of learning. Also ambitious teachers know how to “create space for themselves and their students in an environment that may never appreciate either of their efforts” (p. 211). Grant recognized the many potential roadblocks for ambitious teachers in schools, but stressed the need to support the efforts of these teachers to meet the needs of students learning social studies.

Using the C3 Framework to Support Ambitious Teaching

NCSS introduced the College, Career, and Civic Life (C3) Framework in 2013 as a guidance document to support social studies educators in the creation of rigorous inquiry-based learning environments (NCSS, 2013). The C3 encourages teachers to move instruction from an emphasis on covering content through information recall toward a framework for teaching and learning that emphasizes engaged and conceptual higher order thinking (Herczog, 2014). The process for this instructional shift is outlined within the four dimensions of the inquiry arc: (a) developing questions and planning inquiries; (b) applying disciplinary concepts and tools; (c) evaluating sources and using evidence; and (d) communicating conclusions and taking informed action (2013). Even though “the C3 Framework is largely silent on the different abilities children bring to their schooling,” it still emphasizes quality teaching that scaffolds instruction to assist all students who need help meeting the indicators specified in the Framework (p. 15).

Dimension 1: Developing Questions and Planning Inquiries

Questions are a critical part of the learning process and all learners need to develop the skills necessary to ask and respond to a variety of questions. Similar in design to Wiggins and McTighe’s (2005) “essential questions” in Understanding by Design (UbD) or “essential questions” used in Bulgren, Deshler, and Lenz’s (2007) SMARTER planning, compelling questions in the C3 Framework address enduring themes. They are not necessarily questions that

contain a definitive answer; rather, these questions spark interest, curiosity, discussion, and debate. They inspire higher-order thinking and produce additional questions about the topic. In addition, they are frequently interdisciplinary in nature, crossing content areas within social studies and other fields of study. If a teacher poses a compelling question at the beginning of a unit such as, “Was the Cold War really a war?” students are challenged to ask other questions and collect evidence. They examine historical, governmental, legal, geographical, and economic impacts. The students collect essential information and seek out answers rather than the teacher simply providing information to be memorized.

To support a thorough response to the compelling question, supporting questions arise such as, “What are the characteristics of war?” “How do I (and others) define war?” “Where did the term ‘Cold War’ come from, and why is it used to describe this period in history?” Supporting questions are more targeted in nature, filling in pieces needed to develop an informed response to the broader compelling question. Some students might generate these questions themselves, while others might create supporting questions in peer groups. Still others might need the teacher to create explicit prompts, define terms, and use targeted strategies or routines to scaffold the learning process (Bulgren, Lenz, Deshler, & Schumaker, 2001).

The C3 Framework provides tables containing indicators for the construction of compelling and supporting questions. These indicators are aligned by grade level and serve as supports for teachers when developing lessons. For instance, Indicator D1.1.9-12 requires students to “explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question” (NCSS, 2013, p. 24). D1.3.9-12 is a similar indicator for supporting questions (p. 25). Both of these

indicators express higher order thinking expectations for students answering the compelling and supporting questions about the Cold War.

Dimension 2: Applying Disciplinary Concepts and Tools

The purpose of Dimension 2 is to provide teachers with a guidance tool for organizing content through the use of conceptual themes rather than providing specific topics. This broad approach encourages use of the C3 Framework within existing state standards and fits within the development of new standards when needed. The content is divided into the four core social studies disciplines, civics, economics, geography, and history. As with Dimension 1, indicators for each discipline are broken into benchmarks at a variety of grade levels.

Dimension 2 provides the sample question, “What does liberty look like” (p. 30)? For some students, prompts are needed to help define the word “liberty” by listing characteristics that best reflect the term. Other students might respond better by examining potential examples of “liberty” first, and then extract common characteristics that make those examples fit within the concept. The framework encourages teachers to be flexible and creative in approaching complex concepts to develop understanding. Once there is a better conceptual understanding of “liberty,” students then begin examining the concept through the lens of the four core social studies disciplines. Students in a civics lesson who now understand the concept of “liberty” might still struggle with answering the compelling question, “What is the line between liberty and responsibility” (p. 30)? This question introduces the concept of “responsibility” into the discussion and the notion of responsibility within the discipline of civics needs to be understood to formulate a response. Similarly, the example Dimension 2 compelling question for economics also introduces a new concept into the discussion. Students have to develop a clear definition of “prosperity” before they can answer, “Does more liberty mean more prosperity” (p. 30)?

Dimension 3: Evaluating Sources and Using Evidence

Dimension 3 begins with the recognition that evaluating sources and using evidence involves “a sophisticated set of skills” and notes, “even the youngest children understand the need to give reasons for their ideas” (p. 53). The challenge associated with this dimension is the content being evaluated. Students may know the steps for evaluating a source or using evidence to support a claim, but the potential roadblock to this dimension occurs when students try to understand the sources of information gathered and the credibility of these sources.

Dimension 4: Communicating Conclusions and Taking Informed Action

A critical skill for all learners, the ability to communicate views and take informed action is the skill addressed in Dimension 4. Students are expected to construct sound arguments using evidence from a variety of sources. The expectation is that students advocate for their beliefs in a variety of formats from print and social media to oral debate. Students are also able to critique the conclusions of others during this process. This dimension encourages students to move from drawing conclusions about an important topic to taking action on those conclusions to inform others.

The C3 Framework is a powerful guidance document for teachers wanting to challenge a diverse student population through the development of questions serving as scaffolds for learners guiding them toward higher order thinking. Although the framework does not explicitly address the specific needs of diverse learners, it still recommends scaffolded instruction designed by “smart, thoughtful, and imaginative teachers” to create beneficial learning opportunities for all students (p. 15). The four dimensions outlined in the framework support the promotion of powerful ideas inherent in Grant’s notion of ambitious teaching and the push by NCSS through the teacher pedagogical standards for a more engaging inquiry-based social studies practice. As

noted at the beginning of this chapter, researchers suggest that there is limited scholarly research devoted to understanding effective practices for students with disabilities in social studies classrooms. This research may be further limited when examining how exceptional learners perform when participating in inquiry-based lessons. The next section will examine this research-base and explore what intersections exist between social studies and special education.

Intersecting Social Studies and Special Education in the Literature

During the last two decades several authors made parallel claims of insufficient consideration to exceptional learners within social studies. Ferretti and Okolo (1996) noted “the paucity of empirical investigations about social studies instruction for students with disabilities” (p. 452). O'Brien (2000) described the interest social studies professionals have in disability as “a marriage between ‘who cares’ and ‘so what?’” (p. 196). Similarly, Lintner and Schweder (2008) lamented how “special education and social studies is absent from many of our personal conversations and professional interests” (p. 3).

Such assertions are provocative and somewhat disconcerting when one considers the civic mission of social studies “demands the inclusion of all students—addressing . . . learning diversity that includes similarities and differences based on . . . exceptional learning needs, and other educationally and personally significant characteristics of learners” (NCSS, 2010a, p. 9). Clearly, the assumptions undergirding the NCSS civic mission set an expectation for teachers to know how to work with diverse student populations. What is not clear through the arguments and sentiments previously highlighted above is the extent to which the civic mission is founded upon and supportive of systematic research with regard to educating all children, or whether it is simply idealistic rhetoric. One would hope it is the former rather than the latter, but when examining what “some of the social studies field’s top scholars” (Parker, 2010, p. ix) identified

as the most important questions to address in the 21st century, special education and disability were curiously absent from the discussion.

I performed electronic database searches using Google Scholar, JSTOR, ERIC, and various databases within EBSCOhost covering a 30-year period up to the point in which I began my self-study in 2011. For consideration of an article in the initial search its primary curriculum or pedagogical focus was within social studies education and the research had to address students with disabilities or the concept of disability in this context. The initial search also included articles with a research into practice focus. The brief inclusion of these articles in the review provided an overall account of the conversation beyond empirical studies. For the purpose of this review, research into practice has the same meaning as Parker's (2010, p. ix) "research and practice," which is defined as research entwined with the practice where both inform the other instead of assuming a certain order or hierarchy. Practicing classroom teachers are the primary intended audience for these articles. I excluded those studies where social studies represented one of a number of content areas addressed or where it was unclear if participants had disabilities.

Of the 77 articles identified in the initial literature search, 38 articles between 1980 and 2011 were not addressed in the reviews written by others. Of these 38 articles, 15 research studies were identified and sorted into four major categories determined by the focus of the research:

- (a) Strategy instruction (Fontana, Scruggs, & Mastropieri, 2007; Mastropieri & Scruggs, 1989; Ross & Stevens, 2003);

- (b) Comprehension skills (Berkeley, Marshak, Mastropieri, & Scruggs, 2010; Blankenship, Ayres, & Langone, 2005; Klingner, Sharon, & Schumm, 1998; Okolo, Ferretti, & MacArthur, 2007);
- (c) Higher order thinking and historical reasoning (De La Paz, 2005; Espin, Cevalco, Van den Broek, Baker, & Gersten, 2007; Gersten, Baker, Smith-Johnson, Dimino, & Peterson, 2006; Milson, 2002; Rossi & Pace, 1998); and
- (d) Perceptions, attitudes, and awareness (Boon, Fore III, & Spencer, 2007; Boon, Fore III, & Rasheed, 2007; Donaldson et al., 1994; Lintner & Schweder, 2008; van_Hover & Yeager, 2003)

Past Literature Reviews

Four existing literature reviews were identified my initial search of disability and special education topics in social studies education. These literature reviews were used as a beginning point in identifying relevant research in the field up to the point in which I began my self-study. Some of the articles identified in these reviews did not directly address social studies and disability, but rather mentioned social studies within a number of other content areas, possibly suggesting the limited research devoted to examining social studies within the context of special education and disability. Each review was examined in terms of the focus, conclusions, and recommendations for future research. This section briefly identifies each review and provides comparisons across reviews. Table 2.2 served to aide this investigation, providing an accessible reference by citation for each review, including the focus and the author(s) recommendations for future research.

Table 2.2.

Previous Social Studies Literature Reviews Addressing Disability Topics

Citation	Focus	Conclusions/Recommendations
Curtis, C. K. (1991). Social studies for students at-risk and with disabilities.	Examined 39 quantitative studies spanning nearly fifty years addressing citizenship themes on the premise “all citizens in a democratic society are expected to share in the decision-making process” (p. 157). Studies examined how to increase knowledge, improve skills, and modify attitudes of at-risk learners, slow learners, and students with disabilities within four categories: • instructional approaches; • teaching strategies; • procedures for organizing instruction; and • curriculum projects and self contained vs. inclusive settings.	Need research in social studies to • examine how students with disabilities respond to strategies promoting informed choice and rational discussion, teaching democratic values; • determine how cooperative learning develops skills such as problem-solving and decision making and if it supports learning in students with specific disability labels; • peer-tutoring and individualizing instruction; • address reading and comprehension of social studies text; • study how different disability categories impact learning and how to limit this impact; • examine how students with disabilities are included in citizenship preparation.
De La Paz, S., & MacArthur, C. (2003). Knowing the how and why of history: Expectations for secondary students with and without learning disabilities.	Examined 16 studies covering general literacy and learning strategies as well as domain specific instruction. Studies primarily used quantitative and mixed methods with two qualitative studies addressed. Asked special educators to examine the unique needs	Social studies research should • study how to involve students with disabilities in reasoned discussions about contemporary and historical issues; • expand analysis of domain-specific approaches for instruction; • investigate “multiple structures for classroom

associated with teaching students with disabilities social studies content.

discourse, such as collaborative inquiry, debates, and presentation formats, as well as the role of the teacher in developing students' competence in historical analysis and interpretation (p. 152).

Fontana, J. L. (2004). Social studies and students with disabilities: Current status of instruction and a review of intervention research with middle and high school students.

Examined 37 quantitative intervention strategy research studies from 1985 to 2003 in three categories for middle and high school students:

- instructional delivery;
- organizing information; and
- mnemonic strategy interventions.

The research found “the more engaged a student is in working with the content the better his/her performance” (p. 199). No specific recommendations were made for future research.

Review done in response to legislation such as IDEA and NCLB increasing student diversity in the classroom and requiring higher standards for academic achievement. Also recognized the challenge of reading social studies textbooks and the over reliance on textbook instruction in the classroom.

Boon, R. T., Fore III, C., Blankenship, T., & Chalk, J. (2007). Technology-based practices in social studies instruction for students with high-incidence disabilities: A review of the literature.

Examined 18 technology-based intervention research studies published between 1980 and 2006 for students with high incidence disability labels. Studies used primarily quantitative methods focusing on

- computerized study guides;
- project-based learning;
- map tutorials; and
- concept mapping software.

Recommended future research studies of a similar nature to what was identified, except with more students in the studies and an expansion of disability categories, age and grade levels, social studies content areas, and alternative instructional settings (p. 53).

Social Studies for Students At-Risk and with Disabilities

Curtis' (1991) literature review represented the first attempt by any author to examine the extent of research focused on students with disabilities in social studies. The review identified 39 quantitative studies addressing students with disabilities and students identified as "at-risk" in social studies settings from the framework of academic performance or social skills development. Curtis began his study contending both social studies and special educators believe citizenship education is a critical part of social studies and any failure to provide this education "violates a basic tenet of our society by serving to exclude individuals from the democratic process" (1991, p. 157). For this reason, Curtis chose to address several citizenship themes within his review of the research. Of the 39 studies identified by Curtis, 22 were drawn from journals and periodicals, 12 from dissertations, and the remaining pieces were unpublished manuscripts and one book chapter. It is important to note that 22 of the studies chosen addressed slow or at-risk learners and 15 of these made no mention of disability or special education. It was unclear if these students were receiving special education services or had any characteristics of particular disability categories. At least three articles reviewed by Curtis included other content areas in addition to social studies in the research designs. This highlights the limited scholarly research available to Curtis at the time and how he searched within studies to find additional research addressing social studies and students with disabilities. Curtis also revealed there were no earlier literature reviews examining social studies and students with disabilities, reflecting a disappointment he and Shaver shared a decade earlier about the limited number of research studies examining "social studies programs for slow learners" (1980, p. 302). The studies reviewed by Curtis dated back to 1947, demonstrating the vacuity of research topics related to social studies and disability up to the last decade of the 20th century. Curtis categorized his

identified studies into (a) instructional approaches, (b) teaching strategies, (c) procedures for organizing instruction, (d) curriculum projects, and (e) self-contained compared to inclusive classroom settings.

The Curtis review provided the first examination of literature addressing social studies and students with disabilities. Curtis raised some excellent suggestions for future research, bemoaning the limited studies of cooperative learning used as a strategy to support the development of problem solving, decision-making, and self-esteem skills in students with disabilities. The fact that his review was published in the *Handbook for Research on Social Studies Teaching and Learning* set the stage for challenging researchers in social studies to consider special education topics in their scholarly studies. The studies he reviewed in each of the categories demonstrated that some limited attempts were made to research intersections between social studies and special education within the context of curriculum, pedagogy, and learning. A few studies addressing higher-level cognitive thinking fit in well with current pedagogy emphasizing ambitious teaching and wise social studies practice.

Knowing the How and Why of History

Twelve years after the Curtis review, De La Paz and MacArthur (2003) identified 16 studies between 1986 and 2002 addressing instructional strategies to improve outcomes for middle and high school students with higher incidence disabilities included in the general education social studies classroom. These studies used a mix of quantitative and qualitative methods for data collection. De La Paz and MacArthur provided a brief account of inclusion and accountability as two reform efforts placing pressure on special education teachers to meet the needs of all students. The authors also pointed to reform efforts in social studies, talking about “the development of historical reasoning” and having a “knowledge of historical content from

multiple perspectives” (p. 143). The argument they made was research examining this perspective was limited and in turn was even sparser when talking about students with disabilities experiencing this type of history instruction. De La Paz and MacArthur also noted the dependence on textbooks by social studies teachers as a challenge to students with disabilities. Although readability and comprehension were two of the major issues addressed, some other challenges identified by the authors included the narrow way content was presented, inconsistencies in how the information was presented, the amount of content, and the fact that many textbooks failed to grab the attention of readers

De La Paz and MacArthur identified eight studies examining cognitive strategies for students with learning disabilities in a middle or secondary social studies classroom. Four of these studies involved strategy instruction to support summarization (Wong, Wong, Perry, & Sawatsky, 1986), vocabulary and comprehension strategies (Bos, Anders, Filip, & Jaffe, 1989), and teacher-directed procedures (Hudson, 1996, 1997). The other four studies addressed literacy and learning strategies. Two studies examined how study guides supported literacy, showing that students performed better on assessments when they were able to use a study guide to support textbook readings or lectures (Higgins, Boone, & Lovitt, 1996; Steven V. Horton, Lovitt, Givens, & Nelson, 1989). The other two studies addressed mnemonic learning strategy instruction (Brigham, Scruggs, & Mastropieri, 1995; Mastropieri, Scruggs, & Whedon, 1997). The first study (Brigham, et al., 1995) tested whether mnemonic keywords connecting a geographic location to an important event improved a student’s ability to remember the information. Students who received the mnemonic support outperformed those who did not. The second study (Mastropieri, et al., 1997) used mnemonic instruction to help students with learning disabilities memorize the order and names of the U.S. presidents.

The remaining eight studies examined by De La Paz and MacArthur addressed what they called “domain-specific instruction.” Two studies addressed textbook comprehension using specific strategies to break down and analyze text (Harmon, Katims, & Whittington, 1999; Kinder & Bursuck, 1993). This notion of analyzing text for factual content and bias instead of merely reading and comprehending the content is a skillset encouraged within the social studies field (see Hynd, Holschuh, & Hubbard, 2004; Shanahan & Shanahan, 2008). The next emphasis examined project-based inquiry through multimedia design projects (Ferretti & Okolo, 1996; Okolo & Ferretti, 1996b) and how strategy instruction supports project-based learning (Ferretti, MacArthur, & Okolo, 2001; MacArthur, Ferretti, & Okolo, 2002). Project-based inquiry was described as projects where “students work collaboratively to investigate authentic, interesting problems and then share and discuss their work with their peers” (2003, p. 147). De La Paz and MacArthur noted the multimedia design project studies showed students with disabilities could be engaged in “sustained investigations of historical topics using multiple sources of information” (2003, p. 148). However, they were cautious about placing too much emphasis on the benefits of project-based learning because no control group was included in the research.

An ongoing study by De La Paz completed the review. This study addressed historical reasoning and persuasive writing using a three-step strategy for historical reasoning as well as a persuasive writing strategy taught to the students. The students learned the strategies through a self-regulated strategy model whereby teacher directed and small group scaffolds were put into place to support students as they learned and used the strategies. The scaffolds were gradually removed until the students could use the strategies independently. De La Paz and MacArthur noted the data analysis was continuing, but suggested there was early evidence that writing quality improved. The completed study (De La Paz, 2005) was published in addition to another

article going into detail about the roles of social studies and special education teachers as they implemented the historical reasoning process (De La Paz, Morales, & Winston, 2007).

In their conclusion, De La Paz and MacArthur made an important recognition regarding the longstanding focus of strategy instruction in special education for reading and mathematics and called on special education researchers to expand this focus to “important concepts and ways of thinking that are particular to the discipline of social studies” (p. 142). This expansion into “domain-specific instructional approaches” should focus on “important concepts and ways of knowing, reasoning, and problem solving” in the social studies discipline (p.151). Their emphasis on literacy provided a glimpse into the notion of “disciplinary literacy” recognizing the need for specialized content-specific literacy skills at the middle and secondary level (Shanahan & Shanahan, 2008). Although this review did not represent a comprehensive look at special education and social studies intersections with regard to curriculum, pedagogy, and learning, it did provide a glimpse of how learning strategies traditionally used in special education to provide support for students with disabilities could be applied in social studies settings. De La Paz and MacArthur supported more research in inclusive social studies classrooms, particularly with inquiry-based methods that represented wise and powerful pedagogical practices supported by other research within the social studies field.

A Review of Strategy Intervention Research

Fontana (2004) examined instruction in the context of using textbooks and synthesized research on instructional strategies involving students with high incidence disability labels with an emphasis on specific learning disabilities. She divided her review into three areas: “(a) instructional delivery routines; (b) strategies for organization of information; and (c) interventions with mnemonic strategies to facilitate the memorization of targeted information”

(pp. 180-181). The introduction provided an overview of students with learning disabilities, current legislation in special education, and the push for mandated assessments driving evidence-based interventions to improve academic performance. Textbook instruction was identified as common practice in social studies and Fontana noted findings from studies about textbook readability being above grade level with challenging vocabulary and unclear presentations of information (see Beck & McKeown, 1991; Harniss, Hollenbeck, Crawford, & Carnine, 1994).

The review clearly outlined commonalities in the examined literature. Fontana noted all of the studies reviewed were quantitative in nature with several design models. All of the participants were in middle or secondary school settings and were working with social studies content except for three instances where science was also included. The participants in the studies had predominantly high incidence disability labels such as learning disabilities, and students without disabilities were also included in many of the studies. Fontana indicated other studies without all of these characteristics were excluded to narrow the focus of the review.

The studies involving instructional delivery routines addressed “(a) class-wide peer tutoring (CWPT); (b) technology supported projects; and (c) teacher directed routines with strategy applications” (p. 181). The CWPT studies (Maheady, Sacca, & Harper, 1988; Mastropieri, Scruggs, Spencer, & Fontana, 2003; Spencer, Scruggs, & Mastropieri, 2003) yielded improved academic performance for the participants in all three studies, regardless of the disability label or setting for the instruction. The technology projects identified by Fontana also yielded positive results for students with disabilities (Ferretti et al., 2001; Okolo & Ferretti, 1996b, 1998, 2001). The researcher used multimedia technology projects to enhance understanding of content. One of the quantitative studies she chose “compared student achievement with and without technology support” (p. 184). Fontana questioned some of the

positive effects of the technology on student achievement revealed in these studies, noting that the collaborative groupings and teacher scaffolding could also account for the increase in student achievement. She suggested the instructional technology field would continue to grow and there will be more research addressing its worth in the classroom.

Next, Fontana examined six studies exploring the effectiveness of teacher directed strategy instruction. All of these strategies contained scripted steps for the teacher and students to follow, a common direct instruction approach used in special education. Two studies came out of early research examining Content Enhancement routines developed by the University of Kansas Center for Research on Learning. Bulgren, Schumaker, and Deshler (1988, 1994) studied the benefits of strategic instruction using Concept Mastery and Recall Enhancement that are now part of the Strategic Instruction Model™ (SIM™) Content Enhancement series. In the 1988 study, a concept mastery diagram was used to organize and analyze key concepts identified in units. This graphic organizer followed a specific set of linking steps for the teacher and students to follow together. Students with learning disabilities using this tool performed better on tests addressing the concepts taught through the routine than those students in the comparison group. In a study which seemed better suited to the mnemonic strategies section of the review, Bulgren et al. (1994) demonstrated an increase in content knowledge and grades as a result of using recall enhancement strategies including mnemonics, acronyms, keywords, and visual images or drawing. These enhancements were woven into the note taking, lecture, and discussion process while the students learned about the history of journalism.

Additional studies examined pre-lesson reviews to link content and sequence essential content from previous lessons (Hudson, 1996), interactive teacher guided practice during the lecture and note taking process (Hudson, 1997), and the use of a self-questioning/summarization

strategy to complete graphic organizer webs for summarizing reading content and increasing academic achievement (Wong et al., 1986). Fontana noted all of these studies demonstrated gains from pretest to posttest for students with disabilities using the strategies. However, she suggested that the results appeared more influenced by “the positive effects of well planned systematic instruction rather than the influence of a specific intervention” (p. 187).

Fontana reviewed eight studies focused on strategies to organize information for the purpose of outlining, note taking, and studying. This section seemed to overlap somewhat with some of the studies she identified as teacher directed strategy instruction. This section was subdivided into: (a) advance organizers and matrices; and (b) graphic organizers for study or note taking. Fontana set up the discussion of graphic organizers and other visual devices by explaining their origins in schema theory and how learners do not necessarily gain knowledge in a linear approach; rather it is also possible to learn visually in a nonlinear way. Fontana noted the studies in this section supported “the use of teacher-directed strategies to assist students in organizing information for learning” (p. 191). General findings suggested tools such as advance organizers co-constructed by students and teachers had positive effects. They provided outlines for instruction, reduced unwanted student behavior, and helped students retain more content. Studies addressing the construction of graphic organizers to serve as study guides also had promising results. In a series of studies addressing hypertext study guides and computerized tutorials to improve performance, it was noted the lower achieving students and students with disabilities seemed to benefit most from the interventions (Higgins & Boone, 1990; Horton, Boone, & Lovitt, 1990; Horton, Lovitt, & Slocum, 1988). In all instances the computer guides provided organized structure for the students, which appeared essential to improving student performance.

Mnemonic interventions were the final category targeted by Fontana. She defined mnemonics, explaining they served as a tool to link prior knowledge to new information. Nearly all of the studies solely addressing mnemonics and social studies instruction came from Mastropieri and Scruggs (Mastropieri & Scruggs, 1989; Mastropieri, Scruggs, Bakken, & Brigham, 1992; Mastropieri et al., 1997). The participants in the studies were primarily students with learning disabilities. The keyword strategies involved making connections between new vocabulary and “words that are familiar, concrete, and acoustically similar” (p. 192). These strategies also involved peg words which help with memorizing numbered lists such as the presidents, and “reconstructive elaborations” which use a combination of mnemonic strategies. Fontana included her own unpublished doctoral dissertation study addressing mnemonic interventions in world history classrooms, which would later be published in 2007 with Mastropieri and Scruggs (Fontana et al., 2007). These studies suggested mnemonic instruction, when compared to other forms of instruction, was more effective in helping students with disabilities retain and recall essential social studies content. Also students and teachers enjoyed using the mnemonic devices.

Fontana noted how students with disabilities often struggled with reading, memory, and organization. She suggested the body of research revealed in the review provided groundwork for improving student performance and advocated for structured direct instruction for students with mild disabilities. Although never explicitly demonstrated in the studies Fontana reviewed, she noted the NCSS mission to teach “intellectual skills” and connected this to the idea of higher order thinking skills such as “conceptual understanding, critical thinking, decision making, and giving students control over accessible and usable knowledge” (Brophy, 1990, p. 351; Fontana, 2004, p. 198). Fontana noted higher order thinking was connected to an understanding of

content. The strategies for improving recall of essential content serve as the base to prepare students for greater conceptual understanding and inquiry in the classroom. This explanation provided a relevant intersection between the intervention strategy focus of special education research and the inquiry-based approaches identified as wise and powerful practice in social studies research.

Using Technology to Teach Social Studies

Three years after the Fontana review, Boon, Fore, Blankenship and Chalk (2007) developed a thorough examination of how technology has been used to teach social studies to students with learning disabilities (SLD), emotional and behavioral disorders (EBD), and other health impairments (OHI). Drawing from 18 primarily quantitative research-based studies between 1980 and 2006, Boon and his colleagues identified four categories addressing technologies used in social studies instruction: (a) computerized study guides; (b) project-based learning; (c) computerized map tutorials; and (d) concept mapping using Inspiration® software. They noted that students with learning disabilities traditionally needed strategies to address poor reading, comprehension, organization, and study skills. Textbooks were often at higher reading levels and are difficult to follow because they failed to develop needed contextual information for important events and concepts. They are confusing because images in the texts often do not relate to the content or are not appropriate for instructional use, and they also cover immense periods of history limiting the depth of coverage. Boon et al. (2007) suggested addressing these textbook challenges with “promising practices” in technology (p. 42).

The first category examined was computerized study guides. Horton and Lovitt partnered with several authors to publish three articles between 1988 and 1990 highlighting the use of computerized study guides and map tutorials in the social studies classroom. Horton, Lovitt, and

Slocum (1988) highlighted the use of a computerized map tutorial compared to a more traditional use of a labeled worksheet with the student searching through an atlas to identify city locations. Two studies examined the use of computerized study guides compared to traditional note taking to increase textbook comprehension and the comprehension of lecture material (Horton, et al., 1990; Horton, et al., 1989). In all three studies, students with learning disabilities showed significant gains in content knowledge and retention compared to the control groups (Boon et al., 2007). Higgins and Boone completed three additional studies examining computerized study guides (Higgins & Boone, 1990, 1992; Higgins, et al., 1996) and all three identified an academic benefit to using a technology-based study guide for students with learning disabilities.

The project-based learning studies provided several examinations of students applying higher order thinking skills with multimedia. Boon et al. described the activities in the studies as ways to “enhance textbook comprehension, increase student motivation, and foster acquisition of declarative knowledge in social studies instruction” (p. 45). Three studies by Okolo and Ferretti targeted group multimedia presentations. In the first study, researchers asked middle school students to analyze events leading up to the Revolutionary War and develop a group presentation and report (Okolo & Ferretti, 1996a). The second study (Okolo & Ferretti, 1996b) involved 4th grade students examined the concept of industrialization and used multimedia software to develop projects showing the advantages and disadvantages of industrialization. The third study (Okolo & Ferretti, 1998) involved historical reasoning of controversial events. The middle school students in this study worked in cooperative groups to develop multimedia presentations presenting arguments they developed about the topic of colonization. As a result of the multimedia scaffolding used in this study, students learned to handle disputes and disagreements in a civil manner and participate in lengthy and academically challenging conversations with

their peers and teachers. In all three studies, Okolo and Ferretti found the students improved academically and were more motivated to work when using multimedia technology. In another study, Glaser et al. (1999) provided a teaching intervention involving a four-step detailed “multimedia-based anchored instruction” to understand a social studies topic. The strategy improved student retention of information, kept the students motivated, created better academic discussion between students and their teachers, and promoted higher-level thinking.

Boon et al. briefly addressed two studies on computerized map tutorials (Gleason & Carnine, 1991; Horton et al., 1988). Both studies addressed remedial computerized map tutorials to support student learning of map content and showed success with computerized map tutorials. The finding of particular interest was that students who received small amounts of information at a time actually reached mastery faster and experienced less frustration during the tutorial. This demonstrated the need for any learning tool to have multiple steps that provide an opportunity to slowly build the knowledge base and chunk information. The last section of the review addressed Inspiration concept mapping software to support a basic recall of facts in guided notes and reading comprehension (Blankenship et al., 2005; Boon, Ayres, & Spencer, 2005; Boon, Burke, Fore III, & Spencer, 2006; Boon, Burke, Fore III, & Hagan-Burke, 2006). All of these studies showed positive results in terms of students mastering the content being taught after using the Inspiration software.

The overall findings of the Boon, et al. (2007) review suggested technology-based applications could improve social studies instruction across many levels from basic recall of facts to enhancing more challenging activities. Recommendations were made to broaden the research participant pool and strengthen the quality of empirical designs so stronger conclusions

could be drawn at a broader level. The authors also suggested teachers target specific disability categories, age and grade levels, subjects within social studies and school settings.

Discussion of Early Reviews

Each review targeted specific areas of research in curriculum, pedagogy, and learning for particular audiences, and areas worthy of further investigation. The Curtis literature review served as the first examination of the literature intersecting special education and social studies. Curtis provided scholars with directions for future research, particularly in the examination of inquiry-based methods of instruction such as case study approaches and teaching complex concepts. The audience for his review was social studies educators, as the review appeared in the 1991 social studies handbook. This is an important distinction, as Curtis focused on those studies that were more concerned about how students with disabilities respond to powerful social studies instruction, as opposed to specific strategy interventions in self-contained settings to improve learning outcomes of struggling learners. Even though many of the studies examined were dated, their themes provided future research directions in terms of addressing how students with disabilities might respond to wise social studies practices embraced in more recent social studies research.

In comparison, the Fontana review represented a stronger special education emphasis to address deficiencies in social studies learning through strategy instruction. The audience was clearly special educators as the review was published in a book addressing learning and behavioral disabilities. The studies examined were all quantitative, supporting the trend in special education to identify evidence-based practices that improve academic outcomes for youth with disabilities. None of the strategies mentioned in the review addressed historical inquiry, critical thinking, or other skills identified as powerful social studies teaching. Fontana's review

served the purpose of providing ways to help students with disabilities learn the critical content that may lead the development of higher order thinking skills at a later time.

The De La Paz and MacArthur (2003) review also targeted special education professionals and provided a mix of targeted literacy strategies often referenced in special education with a dose of more inquiry-based methods demonstrating how students with disabilities respond well to many strategies and tools. They make a strong argument that all students can benefit from the scaffolding and direct instruction strategies frequently used by special educators to support content acquisition, reading, writing, and comprehension skills. They also emphasized that all students need instruction involving conceptual understanding, problem solving, reasoning, discussion, and decision making. This is important if students with disabilities are to fully participate in the social studies classroom. De La Paz and MacArthur (2003) referred to these more challenging activities as “domain-specific approaches to social studies instruction” and “domain-specific cognitive strategies” (p. 152). Even though De La Paz and MacArthur encouraged special educators to branch out into the world of social studies research, they did not suggest the two fields consider greater collaborative efforts, an important consideration if they wish to see more research intersecting in these disciplines. They wanted researchers to examine how to include students with disabilities in higher-level reasoning about current and historical issues. This is in line with Curtis (1991) who recommended social studies researchers analyze how students with disabilities respond to inquiry methods of instruction.

Boon, et al. (2007) addressed the niche of technology research within the context of social studies and special education. The reviewers highlighted a segment of this research where technology infused in project-based learning seemed to provide an opportunity to include more students in higher order thinking activities and a more challenging learning environment. It also

revealed the challenges within the social studies field debated today surrounding lecture and textbook instruction versus more historical reasoning and inquiry-based learning. Much of the research supported the use of technology to improve traditional lecture and textbook instruction. The section addressing project-based learning demonstrated the possibilities for students with disabilities to work with their peers to develop and use higher order thinking skills. This emphasis on project-based learning supports the De La Paz and MacArthur and the Curtis reviews, challenging social studies researchers to go beyond strategy instruction to memorize content and to consider a more in-depth examination of powerful social studies teaching and its impact on students with disabilities. The Boon, et al. review also indirectly revealed how the bulk of the research on instructional technology in social studies for students with disabilities was provided by a small collection of authors: Boon, Ferretti, Higgins, Horton, and Okolo. There efforts to intersect instructional technology with special education and social studies should not go unnoticed.

Three of these literature reviews shared similar interpretations concerning the principal purpose of social studies education. Curtis saw citizenship preparation as the “primary function of social studies instruction” (1991, p. 157). Likewise, De La Paz and MacArthur stated the purpose of social studies was to develop “an educated citizenry able to participate in a democratic society” (2003, p. 142). Similarly, Fontana (2004) began her review making similar assertions about the prominent role of citizenship education in social studies. The Curtis review took this recognition a step further, identifying some early research attempts to study citizenship themes as they relate to students with disabilities and recommending that social studies researchers consider how students who fall under different disability categories are included as citizens within the curriculum, classroom, and in society.

All four reviews demonstrated intersections in curriculum, pedagogy, and learning through strategy instruction, citizenship skills, literacy, instructional technology, and higher order reasoning. They made recommendations for further studies in these areas with Curtis leading the call for studies to address the citizenship curriculum emphasis in social studies classrooms and how students with disabilities fit into this construct. Two decades have elapsed since the Curtis review was published. Fontana, De La Paz and MacArthur, and Boon et al. provided a glimpse of what research has been done since the Curtis review, much of which was an emphasis on intervention strategies to support learning of essential content taught in the curriculum. This research focus on basic knowledge retention can be explained by the recent push of federal law requiring quantitative research designs to determine evidence-based practices for improving literacy and core content knowledge. Fortunately, the De La Paz and MacArthur review went beyond these practices and highlighted some research addressing higher order thinking. This analysis of research examining higher order thinking was important as it showed some scholars were looking at research topics similar to those recommended by Curtis in 1991.

Although each of these reviews provided us with relevant topics for improving learning for students with disabilities in social studies settings, there were some studies either left out of these reviews because certain criteria were missing, or the studies were published after the reviews were completed. In addition, there have been a number of articles targeting social studies practitioners looking for ways to improve classroom instruction for exceptional learners. These articles are generally not included in literature reviews as they are not empirical studies, but they do often connect to empirical research and represent important resources for classroom practitioners.

Review and Discussion of Other Pertinent Studies

There were 38 articles identified in my initial search not included in the four prior reviews of literature identified. Of the 38 articles, 15 were empirical studies categorized for review into four sections: (a) vocabulary strategy instruction; (b) perceptions, attitudes, and awareness; (c) comprehension skills; and (d) higher order thinking and historical reasoning. The categories were chosen based on keywords used in the descriptions of the studies and they all potentially reveal intersections within pedagogy and learning. In some cases curriculum is also addressed within the studies. These categories serve to group the studies into manageable sections for review to clearly answer the research question. There is some subjectivity regarding this categorization process as others may have chosen different categories or considered further subdivision of the studies. The other 23 articles were identified as research into practice articles written primarily for the practicing teacher. These articles have not been analyzed in detail, but their inclusion recognizes a relevant connection to the question about finding intersections between the social studies and special education fields.

Vocabulary Strategy Instruction

Two quantitative empirical studies examined the use of direct instruction vocabulary interventions such as a five-second and constant time delay and mnemonic keyword strategies to improve spelling and definitional meaning of essential social studies vocabulary, which students would need to know to complete successfully a unit of study. Table 2.3 provides a reference to the title and authors of each study, a brief focus of the research, and synopsis of the results as well as recommendations for future study if provided.

Ross and Stevens (2003) examined vocabulary word spelling and the acquisition of meaning at the elementary level with three male students in a small group arrangement using a Constant

Time Delay (CTD) intervention. The CTD intervention involved scripted direct instruction steps for the teachers to follow with a 5-second delay prompt involving a copy of the word on a flash card. This allowed the student to either write down the word or wait for the prompt if they were unsure about the spelling. Each student was assigned a list of 12 essential vocabulary words from a list of 75 words determined essential during social studies instruction in the general education classroom. The intervention was used in approximately 12 sessions and each session lasted approximately 15 minutes. Students went through 4 words at a time during each session until they reached mastery. They also received a continuous level of reinforcement of the words through practice exercises that required students to write meaningful sentences. This reinforcement took place until the sessions were completed. Meaningful sentences were identified as those where the definitional meaning of the word was used correctly in the sentence. Students reached mastery when they could score 100% on all the vocabulary in 2 out of 3 sessions without using prompts.

As a result of the intervention all three students reached 100% spelling mastery on all their vocabulary words and were able to maintain this mastery without prompts or additional instruction 11 weeks after completion of the intervention. Students knew the meaning of 78% of the words and maintained 45% of those meanings after 11 weeks. The authors suggested CTD was an effective method to help students with learning disabilities spell and use essential social studies vocabulary and recommended further studies to be done in collaboration with the general education teacher for use in the general education classroom. Since there were a limited number of participants in this study, future studies should consider a larger sample size to determine if these results can be replicated. Fontana et al. (2007) assessed the effectiveness of mnemonic keyword strategies and direct instruction procedures used in four inclusive high school world

Table 2.3.

Vocabulary Strategy Instruction

Study	Focus	Results and Recommendations
Ross, A. H., & Stevens, K. B. (2003). Teaching spelling of social studies content vocabulary prior to using the vocabulary in inclusive learning environments: An examination of constant time delay, observational learning, and instructive feedback.	• A quantitative analysis used a 5 second Constant Time Delay (CTD) intervention with three male elementary school students to memorize word meaning and spell social studies vocabulary words.	• Students reached 100% mastery with spelling words and maintained 100% mastery 11 weeks later. • Recommended that targeted words should be those students would need for subsequent social studies instruction in an inclusive classroom setting.
Fontana, J. L., Scruggs, T., & Mastropieri, M. A. (2007). Mnemonic strategy instruction in inclusive secondary social studies classes.	• Quantitative study where the researchers examined mnemonic keyword strategies and direct instruction in four inclusive high school world history classes with 59 students over a four-week period.	• There were no significant improvements for students with learning disabilities but it was noted these students were already comfortable with other strategies.. • On cumulative tests, significant improvements were observed with students where English is a second language (ESL). • Because of previous studies and the results of this study for ESL learners, mnemonic strategies are still recommended for use.

history classrooms. The mnemonic interventions and direct instruction were used in two world history units during a four-week period and 59 students were involved in the study, including 13

students with learning disabilities and 14 students who were identified as ESL (English as a Second Language).

The mnemonic strategy involved a scripted set of steps for the teacher and students to follow. The teacher cued the term, defined the term, linked the term to a keyword sounding like the term, and then drew an illustration linking the keyword to the definition. The example provided was the word “anarchist” which was defined as “against all forms of government.” The keyword was “ants” and the illustration was ants pushing over the capitol building (p. 348). As part of the strategy, the students would complete all of these steps on designated practice sheets with teacher direction and then discuss the illustration. The direct instruction used PowerPoint™ transparencies containing the term and the definition. The students wrote down the term and definition on a note-taking sheet. Then the students were asked to explain the term. Both forms of instruction happened during the first 20 minutes of class during each unit. Content was reviewed each day followed by the mnemonic or direct instruction. Each world history class did mnemonic instruction for one unit and then direct instruction for the other unit. The students and teachers also completed attitude surveys.

Results of this study indicated improvement in test scores on the cumulative test for students identified as ESL. However, students with disabilities in the study did not show significant improvement in their vocabulary acquisition as a result of the mnemonic strategy. Fontana et al. suggested further studies were needed to either replicate or refute this finding, as it did not yield similar results to other studies highlighting the effectiveness of mnemonics for students with learning disabilities. Students with learning disabilities in this study were characterized as “higher functioning” and it was indicated in the surveys that some of these students already had their own effective strategies, suggesting the mnemonic strategy may have

lacked some buy-in from these students (p. 352). The authors cautioned that like any strategy, it should not be assumed that all students with learning disabilities would benefit from its use. The authors noted research studies in secondary inclusive classes were still limited and suggested more research on “strategic instruction” in secondary social studies classrooms was necessary (p. 353).

An important point was also addressed regarding the focus of the study on “core content knowledge, including vocabulary, terminology, and important people and events” (p. 353). Fontana et al. (2007) acknowledged that core content knowledge was an essential part of social studies instruction, but this knowledge represented only part of what the social studies field has defined as powerful practice. Quoting Brophy, Fontana et al. (2007) identified the importance of “conceptual understanding, critical thinking, decision making, and giving students control over accessible and usable knowledge” in social studies and how we need to study more than just mastery of basic content knowledge appearing on high stakes tests (p. 353; Brophy, 1990, p. 351). This is significant, as prior studies addressing strategy instruction had not explicitly made this link between developing foundational content knowledge and how it can support higher order thinking.

These research studies continued to build on the strategy instruction themes established in the Fontana (2003) literature review. Although studies such as these are still necessary and clearly need to be replicated because of conflicting results, they do not directly address the higher order thinking and reasoning skills ascribed to wise social studies practice. Future studies should examine the need for mastering basic content as a prerequisite for moving toward higher-level thinking processes. A study demonstrating how basic content acquisition effects higher

order thinking for students with disabilities would be relevant to social studies educators wanting to include these students in the general education setting.

Perceptions, Attitudes, and Awareness

Five studies fell under the category of perceptions, attitudes and awareness. This category is broad in that the perceptions, attitudes, and awareness came from teachers in addition to students with and without disabilities. Also the perceptions and attitudes focused on how students with disabilities are understood, as well as the strategies used to teach diverse learners. As noted in Table 2.4, one study examined high school student attitudes toward peers with disabilities (Donaldson et al., 1994), while another explored high school teacher attitudes about the inclusion of students with disabilities in a general education classroom (van Hover & Yeager, 2003). Two studies identified teacher and student attitudes and perceptions about technology-based tools used to support struggling learners (Boon, Fore III, et al., 2007; Boon, Fore III, & Rasheed, 2007). The final study examined perceptions and practices of special educators who were teaching social studies in self contained settings (Lintner & Schweder, 2008).

Donaldson, et al. (1994) focused on high school students' attitudes about disability after experiencing a classroom unit "designed to promote increased awareness, understanding, sensitivity, and ultimately, acceptance and interaction with peers with disabilities" (p. 234). An acceptance scale was used to measure student attitudes about disability through Likert-type responses to statements. They also measured contact with students with disabilities through survey responses. Results from the study indicated positive attitudes about disability increased significantly from pretest to posttest and this increase was maintained six months after the initial posttest. Although there was no significant increase in peer contact between pretest and posttest, the amount of peer contact six months after the posttest was significant. There were no control

Table 2.4.

Perceptions, Attitudes, and Awareness

Citation	Focus	Results and Recommendations
Donaldson, R. M., Helmstetter, E., Donaldson, J., & West, R. (1994). Influencing high school students' attitudes toward and interactions with peers with disabilities.	This quantitative study examined a unit of study on disability and how student attitudes and acceptance about disability were affected as measured by an acceptance scale.	- Positive attitudes increased significantly from pretest to posttest and this increase was maintained six months after the initial posttest. Contact between students with and without disabilities six months after the posttest was also deemed significant. - No specific recommendations were made.
van Hover, S. D., & Yeager, E. A. (2003). Secondary history teachers and inclusion of students with disabilities: An exploratory study.	This exploratory qualitative study involved interviewing seven high school and five middle school social studies teachers to determine perceptions about students with disabilities in their inclusive history classrooms.	- Teachers described instructional tasks as primarily lecture, notetaking, discussions, worksheets and textbook-based activities. Comments varied on the level of more inquiry-based activities and differentiation of instruction as well as the time spent accommodating individual needs. - Teachers views on inclusion were mixed although most supported students with disabilities in the social studies classroom. - Authors recommended comprehensive studies of inclusion in social studies classrooms. Also, researchers should examine the role of social studies teacher educators in preparing future teachers for working with diverse populations in inclusive settings.

Boon, R. T., Fore III, C., & Spencer, V. G. (2007). Teachers' attitudes and perceptions toward the use of Inspiration 6 software in inclusive world history classes at the secondary level.

- This qualitative study involved three high school teachers (two social studies and one special education) who completed open-ended survey questions to determine their perceptions of using Inspiration software to improve learning of social studies content.

- Survey comments revealed the teachers perceived the software as helpful.
- Recommended future studies should examine technology-based strategies in other social studies content areas and across multiple educational settings, age and grade levels and with a broader array of disability categories.

Boon, R. T., III, C. F., & Rasheed, S. (2007). Student's attitudes and perceptions toward technology-based applications and guided noted instruction in high school world history classrooms.

- This mixed methods study involved students enrolled in world history and exposed to technology-based instruction using *Inspiration* software and a guided note format. completed surveys, which were analyzed for frequency of responses on a Likert scale in addition to student comments coded to determine themes.

- Students indicated the software helped them organize their notes better and the graphic organizer style was easy to read, understand, and use for studying. Students with disabilities were much more positive about these benefits of using the software compared to their nondisabled peers.
- Recommended expanding studies to include more disability categories and more social studies content areas across grade levels.

Lintner, T., & Schweder, W. (2008). Social studies in special education classrooms: A glimpse behind the closed door.

- The researchers used a mixed methods approach to learn more about special education self-contained classrooms at the elementary level, the perceptions and practices regarding social studies instruction, the content provided, and the strategies and accommodations used to support instruction.

- Survey indicated the teachers saw social studies as the “least important” and other content areas such as Reading/Language Arts received the most attention.
- Teachers equated social studies for their students more with social and life skills than with dates, facts, or abstract concepts and thinking.
- Stated this study was a first-step and recommended future

studies examine teaching practices as they are happening, to determine what would best support students with disabilities in a variety of social studies settings.

groups or randomized selection to treatment groups, so the authors were cautious about the results of their study. Even though they highlighted the increased contact as the most important find, they cautioned the study would have benefited from observation data to support claims made on the student surveys. All of the survey comments regarding an increase in contact between these students and their peers with disabilities were self-reported. The research would have benefited from additional data collections to determine the quality of these interactions and if they ever really occurred in the first place.

Whereas the Donaldson et al. (1994) study addressed student perceptions of their peers with disabilities, van Hover and Yeager (2003) completed an exploratory study involving qualitative interviews of seven high school and five middle school social studies teachers to determine perceptions about students with disabilities being included in history classrooms. The teachers discussed their curriculum and instructional approaches, accommodations for their students, and shared personal views about inclusion. In the interviews, both the middle and high school teachers described instructional tasks as primarily lecture, note taking, discussions, worksheets, and textbook-based activities. The teacher comments regarding inquiry-based activities, differentiation of instruction, and time spent accommodating individual needs suggested some teachers were successfully implementing these. The views on inclusion were mixed, although most of the teachers supported students with disabilities in the social studies classroom. One area of concern noted among the teachers was how to meet the individual needs

of students with disabilities because their plans varied so much. Some suggested it was overwhelming to meet these needs in large classes, particularly if you have multiple students with disabilities. Others consulted with the special education teacher or the individual student to learn what was needed to ensure student success.

The authors suggested the social studies field begin a greater conversation about inclusion in social studies classrooms, as the traditional emphasis on lectures and whole group instruction in many social studies classrooms is not supportive of the learning needs of students with disabilities. They noted that even in those classrooms where more interactive, student-centered approaches were being implemented, the teacher interview responses did not seem to indicate that attempts were being made to differentiate or make the instruction more accessible. Additional comprehensive studies of inclusion in social studies classrooms would provide an opportunity to further examine the perceptions and practices of social studies teachers. They also recommended researchers examine the role of social studies teacher educators in preparing future teachers for working with diverse populations in inclusive settings.

Whereas Donaldson, et al. (1994) addressed student perceptions about disability and the van Hover and Yeager (2003) study combined general education teacher perception of disability with instruction taking place in social studies classrooms, Lintner and Schweder (2008) examined special educators perceptions regarding social studies curriculum and practices in self-contained settings. To do this they collected surveys from elementary special educators in six different school systems from one region of South Carolina and conducted eight interviews randomly selected from the initial surveys. The survey results indicated that social studies instruction was not given the same level of commitment as the other content areas. Moreover, when the special education teachers did teach social studies, it was combined with other

disciplinary subjects. This may explain the finding that the time spent on social studies content in self-contained settings was comparable to coverage in the general education classrooms.

In terms of instruction, Lintner and Schweder found that the strategies teachers said they used to teach social studies content were similar in both the special education and general education elementary settings. The teachers indicated that students were receiving direct instruction, differentiation was done to support individual needs, and there was an emphasis on social skills development and more learner-centered approaches. The teachers also indicated that social studies was important and they valued the social and life skills addressed within the social studies curriculum more than the content. They considered those skills within the curriculum that help students survive daily life more critical and attainable than the social studies content. Lintner and Schweder did not expand on what specific skills within the curriculum the teachers were referring to in their interviews.

The Lintner and Schweder study represented a first-step in examining perceptions and practices at the elementary level and it was narrowly focused on self-contained classrooms. Because the study only focused on six school systems in one region and the findings were based on 32 surveys, more comprehensive studies would be necessary to determine if these findings are indicative of other school systems in other regions of the country. The authors suggested future research should examine both self-contained and inclusive settings. Observations of instruction are necessary to confirm how teachers are meeting the needs of exceptional learners in their classrooms.

Boon, Fore III, and Spencer (2007) examined social studies teachers' perceptions of using *Inspiration* software to improve student learning and Boon, Fore III, and Rasheed (2007) completed a corresponding study examining student perceptions of using the same software.

Both of these studies emerged from the Boon, et al. (2006) quantitative study, which examined the effectiveness of the mapping software on student performance. To determine teacher perceptions, three teachers from the original study completed surveys and their comments were analyzed. Although the number of surveys was noted as a limitation to the study, the teachers who did participate indicated that they “found the software and graphic organizer to be helpful to students with and without disabilities” (Boon, Fore III, et al., 2007, p. 170). Furthermore, the authors suggested the survey responses provided some initial understanding of how teachers may feel about using technology-based tools in their classrooms. The Boon, Fore III, et al. (2007) study examining student perceptions had similar positive views of the software, particularly among students with disabilities. The study involved 49 students participating in a Likert-style survey, with 20 having a disability label. Data were analyzed using a mixed methods approach. Frequencies were calculated for the survey responses and student written comments were coded to pull themes about attitudes and perceptions. Students found the Inspiration software helped with organization and studying. Students with disabilities had more positive perceptions about the technology-based intervention, while students without disabilities seemed to prefer the guided notes format, which was not technology driven. Boon et al. suggested this was because the students were not used to using the computers for anything other than writing papers for English.

These five research studies represent a different direction for research that intersects special education with social studies education. In particular, the Donaldson, et al. (1994) and the van Hover and Yeager (2003) studies opened up an opportunity for scholars to consider the perception of disability within the social studies classroom from both the teacher and student’s perspective. These studies offered a glimpse into discussions generally brought up within the

field of disability studies about how people with disabilities are “othered” based on perceptions, stereotypes, and stigmas (Jones, 1996).

Comprehension Skills

Three studies addressed strategies for improving comprehension skills for students with disabilities (see Table 2.5). Klingner, et al. (1998) completed a three-week quantitative study of a reading comprehension strategy administered in a cooperative learning format to three diverse 4th grade general education classrooms. First, the strategies were modeled for the large group and then the students were divided into groups of five or six. The intervention itself involved four steps. In the first step, students previewed the reading by examining the title and headings to predict what the reading was about and to tap into any prior knowledge about the topic. Next, the students found challenging words or concepts within the passage. Then the students restated the main idea of the passage. Finally, they summarized what they learned and also predicted what might appear on the test. The students demonstrated a significant increase in reading comprehension skills as a result of the intervention. However, statistically there was no significant difference in performance on the unit test between the intervention and control groups. In an analysis of the strategy steps, it was found that the students went through the preview process quickly and as a result, the preview did not serve the intended purpose of triggering prior knowledge. Also, the summarizing “wrap up” strategy was sometimes not done or done quickly limiting its potential effectiveness. The researchers acknowledged the sample size was a limitation and suggested future researchers should increase the number of students and classrooms in the study to see if larger samples would reveal more statistically significant results. They also suggested that it would be valuable to track students in the long-term to see if they maintained the initial results and continued to progress.

Table 2.5.

Comprehension Skills

Citation	Focus	Results and Recommendations
Klingner, J. K., Sharon, V., & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms.	Quantitative study examining the use of a reading comprehension strategy in a cooperative learning format over a 3-week period in a 4th grade classroom.	- Students demonstrated a significant increase in reading comprehension skills as a result of the intervention but there was no statistically significant difference on performance with the unit test between the intervention and control groups. - Recommended increasing participants to see if larger samples would reveal more statistically significant results. Also suggested it would be beneficial to examine how the strategy affects students in the long-term.
Okolo, C. M., Ferretti, R. P., & MacArthur, C. A. (2007). Talking about history: Discussions in a middle school inclusive classroom.	The researchers used qualitative methods to study higher order historical inquiry discussions in a classroom containing a co-teaching team and a paraprofessional.	- Students with disabilities were engaged in discussions although they found it difficult at times to imagine the past. The students in the observed classrooms scored higher than their peers in other classrooms even though the observed classes had a higher percentage of students with IEPs. - The research noted a lack of student-to-student discussions, suggesting a limitation in the analysis and an opportunity for future study.

Berkeley, S., Marshak, L., Mastropieri, M. A., & Scruggs, T. E. (2010). Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes.

- Quantitative study examined the effectiveness of a self-questioning strategy to improve middle school history reading comprehension in three inclusive classrooms where 15.8 % of the participants received special education services.

- Students using the self-questioning strategy outperformed the other students on both the multiple choice and open-ended tests, suggesting students with disabilities were able to learn textbook content..
- The authors suggested it would be beneficial to study other similar “generalized reading comprehension strategies” in the future (p. 8).

Okolo, et al. (2007) observed discussions of historical topics in two inclusive middle school classroom settings. The qualitative data collection focused on four videotaped and transcribed lessons, two in a fifth-grade classroom and two in a sixth-grade classroom, each containing a general educator and special educator co-teaching team and a paraprofessional. These lessons were part of a larger unit of study. In addition to the videotaped lessons, the researchers observed and videotaped the classes approximately twice a week and met with the teacher to gain some perspective of what was going on in the classroom, the effectiveness of the strategies being used and student outcomes. These accounts were analyzed in comparison to the researcher observations of the classes. Discussion sequences and instructional challenges were noted in observations, transcribed lessons, and follow-up interviews.

The authors noted most of the students were engaged in the discussions and the teacher regularly encouraged participation. The teacher sometimes struggled with helping students envision the past even though she attempted to engage them in personal situations where they had to imagine themselves in a similar situation. The teacher focused on individual students who

were struggling with the content using more individualized discussion and repetition. Overall, the lesson discussions were determined to be good examples of historical inquiry. Students in the observed lessons scored much higher on statewide testing despite the fact that the class contained a higher percentage of students with IEPs. It was suggested their research did not address the lack of student-to-student discussions, indicating a limitation in their analysis and opportunity for future study.

Berkeley, et al. (2010) completed a quantitative study of a self-questioning strategy intended to improve middle school history reading comprehension in three inclusive classrooms. Of the 57 students in the sample, 15.8% were receiving special education services. The self-questioning strategy was introduced with direct instruction. First, the teachers modeled the strategy to the classes. Then it was used in a guided practice format and teachers monitored student use of the strategy. Finally, students used the strategy independently with support of a strategy-monitoring sheet. Results were measured through multiple choice and open-ended test questions and a survey to determine student knowledge of the strategy steps.

Students using the self-questioning strategy outperformed the other students on both the multiple choice and open-ended tests. The performance of the students with disabilities suggested these students placed in inclusive settings could successfully learn material from textbooks with strategies in place. The study also demonstrated that an effective strategy could be implemented in a short period of time, removing potential concerns about a loss of instructional time. The authors suggested this self-questioning strategy could be implemented in other content areas and recommended the study of additional comprehension strategies in social studies settings to determine what other effective strategies are out there for teachers to use.

Higher Order Thinking and Historical Reasoning

Five studies were located between 1998 and 2007 that examined ways to improve and encourage higher order thinking and historical reasoning in students with disabilities (see Table 2.6). Rossi and Pace (1998) completed a case study of two world geography teachers to examine how issues-centered instruction took place in classrooms where approximately half of the students could be identified as typically low achieving. They noted how classrooms with large numbers of low achieving students generally frame instruction in the form of drill and practice activities to master basic content with the assumption that these students are unable to participate in higher order thinking processes. The data collection included observations of lessons within a unit of study, the organization of units, and adjustments made to support lower achieving students and address potential obstacles they faced during lessons. Rossi and Pace also explored how students constructed meaning from the content and peer interactions in the classroom. Rossi and Pace observed that the students identified as lower achieving provided “thoughtful analytical inquiry where students demonstrated understanding of the complexity of the issue and used evidence to support their beliefs” (p. 397). The authors provided a number of recommendations for teachers in the field based on the experiences of the two teachers in the study. They suggested teachers choose issue-centered topics within units carefully to maximize interest and learning opportunities. Also, it is important to accept some students will be challenged and frustrated with this form of reflective thinking and will need examples and models to support their learning in addition to some ownership of the learning process. Finally, developing units using issued-centered education involves a strong commitment from the teacher because of the intensive planning and challenging instructional skills needed to make successful in the classroom. Working collaboratively with another teacher can reduce these challenges.

Table 2.6.

Higher Order Thinking and Historical Reasoning

Citation	Focus	Results and Recommendations
Rossi, J. A., & Pace, C. M. (1998). Issues-centered instruction with low achieving high school students: The dilemmas of two teachers.	• Qualitative case study where researchers examined two world geography classrooms to determine what issues-centered instruction looks like in classrooms where there are a number of low achieving students.	• Students identified as lower achieving were able to participate in higher-level “thoughtful analytical inquiry” but it was suggested the amount of time and effort put into addressing the needs of these students through issues-centered education may prevent teachers from trying this in their classrooms. • There were no direct recommendations for future research. Recommendations concentrated on how to support issues-centered instruction through the careful choosing of topics, collaborative planning, and strong commitment to complete the necessary work in order to make the lessons successful.
Milson, A. J. (2002). The Internet and inquiry learning: Integrating medium and method in a sixth grade social studies classroom.	• Qualitative case study where the researcher looked at Computer Assisted Instruction (CAI) in the form of WebQuests completed in small groups as a tool to foster inquiry based learning for a sixth grade classroom.	• Findings suggested that the students preferred print sources over Internet sources to search for information even though they said that the WebQuest was an enjoyable process. It appeared the students may have been overwhelmed by the multiple directions provided. • No specific recommendations were made for future research, but the

author did question whether WebQuests need to be structured differently for students with learning disabilities, if students should be provided with choices regarding print and hypermedia reading materials, and if the Internet should be kept as a supporting tool for instruction.

De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms.

- Researcher completed a mixed methods analysis of the self-regulated strategy development model (SRSD) involving a historical reasoning strategy and writing strategy with 70 eighth grade students.

- Students in the experimental group had more confidence in detecting bias in texts even though identifying big ideas was still a challenge. The argumentative essays were significantly more persuasive than the control group and the students expressed confidence in their writing.
- Recommendations included additional studies to determine effective strategies that impact student learning and improve historical analysis in addition to follow-up studies to solidify findings.

Gersten, R., Baker, S. K., Smith-Johnson, J., Dimino, J., & Peterson, A. (2006). Eyes on the prize: Teaching complex historical content to middle school students with learning disabilities.

- Researchers in this mixed methods study examined two approaches to teaching complex content on the civil rights movement (CRM) to a heterogeneous group of 76 middle school students in inclusive social studies classrooms. They focused on approaches involving peer interaction and accessible materials to deliver content.

- Results showed that students with learning disabilities scored well on the written and oral examinations and also improved scores on the matching assessment. The strategies in the experimental condition also helped learners identified as “average ability” suggesting the strategies were beneficial to all students and did not

harm student performance at any level.

Espin, C. A., Cevalco, J., Van den Broek, P., Baker, S., & Gersten, R. (2007). History as narrative: The nature and quality of historical understanding for students with LD.

- Using both quantitative and qualitative analysis, researchers re-examined the data collected in the Gersten et al. study to understand how the students constructed meaning from the history and if causal relations helped with any understanding.
- Researchers recommended researching individual components of the strategies used in this study to determine if one particular strategy was more or less effective than the others, or if the benefit comes from the combination of strategies used. Researchers should also consider increasing sample sizes.
- The analysis suggested more causal relations resulted in better recall of content. Students making these connections recalled information more frequently than those with fewer connections.
- There were no recommendations for future research.

Milson (2002) completed a case study examining the use of WebQuests in an inclusive sixth grade social studies classroom to promote inquiry-based learning. Of the 23 students in the classroom, six were students with learning disabilities. The students were divided into four heterogeneous teams with five or six students on each team. The student groups completed a series of station activities including the WebQuest to support a guide about ancient Egypt to be used to compare with other civilizations. Milson reported that the students preferred print sources to Internet sources as a way to search for information, because they described it as easier to access. He suggested students with learning disabilities might be distracted by the multitude of

links that can take an individual in different directions on the Internet, describing the environment as too fast-paced. Students also tended to move toward what they considered being the easiest way for completing the task, even though the direction they chose was not always the easiest way. The teacher in the study was able to guide the students back on track with little difficulty though. Finally, students with learning disabilities reported that they enjoyed the WebQuest process and being able to contribute to the group. The resource teacher also noted increased participation by the students with learning disabilities. As a result, Milson concluded that students with learning disabilities could participate in more inquiry-based investigations with the proper supports in place to move them through the process.

Milson (2002) did not make any specific recommendations for future research, but he felt more scaffolds were needed for students with disabilities completing WebQuests. Also, it was important to provide students with choices, both in print and with technology to support their learning. He noted how Ellis (1993) and others in the field of special education supported direct instruction and they have questioned whether inquiry and constructivist approaches can be done effectively with students in special education. Interestingly in the Ellis article cited, direct instruction and more constructivist approaches are not presented as a dichotomy as Milson seems to suggest. Rather, both direct and constructivist instructional approaches are incorporated together in the strategies recommended by Ellis.

De La Paz (2005) examined the self-regulated strategy development model (SRSD) involving 70 eighth grade students who were taught two support strategies: (a) historical reasoning; and (b) planning and writing an argumentative essay. Another 63 students participated in the control group and did not use either strategy to write their essay. Scores from the graded essays were collected and analyzed to show a comparison between the experimental and control

groups. Interviews with individuals and whole-classes were also conducted as part of the data collection process.

The social studies and language arts teacher in the experimental group collaborated to determine how to incorporate the strategies in their instruction. The social studies teacher modeled the historical reasoning strategy to the whole group and the language arts teacher modeled the writing strategy followed by a period of guided practice and independent practice. The historical reasoning strategy involved three steps of document analysis examining: (a) the author of the document, the purpose and any bias; (b) a comparison of details to locate any conflicting views; and (c) notes on the believable details from the document. The argumentative writing strategy used two mnemonic devices to help develop a clearly structured three-body paragraph with introduction and conclusion. The STOP mnemonic (**S**uspend judgment; **T**ake a side; **O**rganize ideas; **P**lan as you write) was used to structure arguments for both sides and the DARE mnemonic (**D**evelop a topic sentence; **A**dd supporting ideas; **R**eject an argument from the other side; **E**nd with a conclusion) helped develop the structure of the essay (p. 146).

Students in the experimental group expressed they were more confident in detecting bias in texts but they still struggled with understanding big ideas. They were also confident in their ability to write argumentative essays. Nearly all of the students selected their essays from this study for their portfolios, which were completed three months after the study. Student papers in the experimental condition scored as significantly more persuasive than that of the control group and students at all writing levels showed significant improvements. The length of the papers increased and there were more arguments in their essays after learning the strategies. De La Paz recommended additional studies to see if these findings could be replicated and to identify what specific aspects of the strategies impacted student learning and in what ways. It was also

recommended that studies focus on other complex historical analyses such as identifying reliable sources, utilizing sources containing bias, using various sources to support opinions, and understanding the context of historical events.

The Gersten, et al. (2006) and Espin, et al. (2007) studies both addressed teaching complex historical content to inclusive social studies classrooms at the middle school level. Gersten, et al. (2006) completed a mixed methods study where they examined two approaches to teaching complex content on the civil rights movement (CRM) to heterogeneous groups of middle school students in inclusive social studies classrooms. They focused on approaches involving peer interaction and accessible materials to deliver the content. Seventy-six students were involved in the study with 36 students identified as receiving special education services. The two teachers providing instruction in the study were veterans. One was a special education teacher at the elementary and middle school level and the other was a middle school social studies teacher licensed in both special education and social studies. They collaborated on lesson development, developing detailed procedures for each lesson to follow, and they rotated teaching experimental and comparison groups to ensure fidelity. Both conditions had an observer present taking notes to ensure instruction was consistent.

The experimental and comparison groups received identical content for the unit. The comparison group did not receive interactive instruction with peers. Questions from the various activities were answered individually and were not interspersed within the activities, but rather came at the end. Experimental instruction included partnership reading of any passages, Compare-Contrast activities, Think-Pair-Share dyads, and inserted questions and clarifications during the video segments. The comparison group received identical content instruction without the peer activities. The students completed the compare-contrast activities and all questions

independently. Questions and clarifications for the video segments were not done until after the students finished watching the entire segment. Three measures were used to determine learning including a vocabulary matching assessment and an assessment involving short answer and paragraph responses. The third oral assessment was added so students who had difficulty with written exams could have the opportunity to articulate their understanding.

Results indicated that students with learning disabilities “demonstrated superior levels of performance on both the written and oral examinations” (2006, p. 276) and moderately improved scores in the experimental condition with the matching assessment. In addition students identified as “average ability” performed significantly better in the experimental condition than those in the comparison condition, suggesting the strategies used in the experimental condition support increased achievement for students with disabilities, without compromising learning of other students. The study supported students with learning disabilities working in structured pairs with their nondisabled peers. It also supported breaking video content into smaller segments with frequent questioning and discussion to improve acquisition of content from the videos. Gersten, et al. (2006) recommended that future research should look at the individual components of the strategies used in the study. It is possible that one particular strategy was more or less effective than the others, but this could not be determined. It is also possible that the benefit came from the combination of strategies used. Looking at these potential directions and also increasing sample sizes with more classroom teachers would be beneficial in learning more about the effectiveness of these strategies.

Espin, et al. (2007) reexamined the data collected during the Gersten, et al. (2006) study applying the causal network theory to their analysis. They wanted to know how students constructed meaning from the history they studied and whether the “identification of causal

relations plays a role in the comprehension of historical events by students with LD” (p. 176). The results of the analysis suggested that more causal relations would result in better recall of content being studied. Students making these causal connections recalled information three times as often compared to those students with fewer connections. Students in the experimental condition in the Gersten, et al. (2006) study that received the more interactive instruction demonstrated a strong understanding of causal relationships compared to the control group. The researchers suggested this analysis supported the notion that students with learning disabilities can learn history within a narrative framework using causal connections. This type of study provided a greater understanding of the amount of detail involved in the student recall process. Rather than just noting what students can recall, examining causal networks can tell us how students understand history.

These five studies gave the social studies field a glimpse into how students with disabilities respond to learning activities that require more than just rote knowledge of essential content. They also represent nearly half of the research addressing higher order thinking and historical reasoning located in the literature review search over the last two decades. As noted earlier, De La Paz and MacArthur (2003) reviewed two studies addressing project-based learning in their review and Boon et al. (2007) reviewed an additional five studies looking at technology related project-based learning. All of these studies are examples of teaching and learning tools that promote higher-level thinking and they all show implementation in an inclusive general education setting. The other studies not identified in prior reviews continued this direction in research. Rossi and Pace (1998) gave insight to how students with disabilities may respond to higher-level thinking with issues-centered education. Milson (2002) provided another example of using technology in the classroom to reach higher levels of inquiry with our students. De La Paz

(2005) blended what special education and social studies each espouse, using direct instruction and mnemonic scaffolds to support students in their historical reasoning and argumentative essay development. Gersten, et al. (2006) and Espin, et al. (2007) showed that middle school students with learning disabilities could process and give meaning to complex historical content. These research articles represented a potential blueprint for future studies that would be relevant to social studies educators in the classroom.

Conclusion

This examination of intersections between disability, special education, and social studies education provided a first glimpse into the depth and breadth of social studies research related to meeting the needs of students with disabilities in social studies settings. It also illuminated some insight regarding the importance of connecting the pedagogical practices fundamental to social studies with those espoused within special education. Despite my own background in social studies and special education, these intersections were never explicitly brought to my attention as an educator until I completed this review of the literature. The review provided the context for me as a teacher educator to develop this self-study and question the quantity and quality of connections I make and how I facilitate understanding of these connections for the future social studies teachers taking my introduction to special education course. This analysis of literature builds a foundation for the examination of my own practice, setting up the methodology in Chapter 3 that I used to help examine how I facilitate prospective secondary social studies teachers' understanding about disability and teaching students with disabilities.

CHAPTER 3:

USING SELF-STUDY METHODOLOGY TO INFORM MY TEACHER PRACTICE

LaBoskey (2007) noted that as teacher educators, we are “powerful role models for our students” and therefore need to continually examine if we are modeling the practices we want our students to model in the classroom (p. 819). Within practitioner research, the parallel methodologies of action research and self-study are predominant (Loughran, 2007). Both methodologies reflect about the everyday practice of teaching and also require the researcher to be reflexive during the research process. The reflexive researcher examines oneself and is aware of how “products of research are affected by the personnel and process of doing research” (Davies, 2008, p. 4). Johnston (2006) described action research as a lamp shedding light on a specific practice the researcher is trying to improve upon or better understand. Whereas action research shines light on a specific practice, self-study represents more of an insightful mirror, examining ourselves, our teaching practices, and using this analysis to improve ourselves as teacher educators (Johnston, 2006; LaBoskey, 2007). Ultimately the major difference between the two approaches is the focus of the research and the procedure followed. The word “self” in self-study research defines the focus, but it does not imply a specific process for conducting the study (LaBoskey, 2007; Loughran, 2007). Self-studies are not bound to a set framework, frequently using a variety of qualitative and occasional quantitative methods to examine and understand teacher practice. Therefore, it is possible to find action research methodologies embedded within a self-study. Self-study is not only a broader examination of our individual practice, but it also opens opportunities for other educators to gain access to the analysis and consider explorations within similar contexts. Self-study sets itself apart from more traditional academic research “by its contribution to the improvement of teaching practice” rather than “its

contribution to theoretical knowledge about a substantive area of inquiry” (Zeichner, 2007, pp. 42-43).

Self-study is a valued form of qualitative research as evidenced by the growth of the Self-Study of Teacher Education Practices (S-STEP) special interest group (SIG) as one of the largest SIGs in the American Education Research Association (Crowe, 2010; Johnston, 2006).

Publications such as *The International Handbook of Self-Study of Teaching and Teacher Education Practices* (Loughran, Hamilton, LaBoskey, & Russell, 2007) and the international journal, *Studying Teacher Education* documented the growth and progress of self-study research in the last decade. Within the field of social studies, self-study recently began receiving more scholarly attention (Johnston, 2006). Now, scholars conducting self-studies in social studies are contributing to the academic literature by looking critically at social studies teacher education, inquiring into teaching and learning in their own classroom and field supervision, and using what they learn to improve teaching practice (see Crowe, 2010; Dinkelman, Margolis, & Sikkenga, 2006; Johnston, 2006; Ritter, 2010; Ritter, Powell, & Hawley, 2007). An accumulation of similar self-studies addressing particular disciplinary fields or practice within fields creates shared opportunities to examine multiple studies that support improved practice (Vanassche & Kelchtermans, 2015; Zeichner, 2007). Dinkelman (2010) posited that “self-study research can generate important insights into the work of social studies teacher education, insights teacher educators might put to work in the service of more powerfully coherent programs” (p. 157). Johnston (2006) argued that both action and self-study research are valid approaches for social studies teacher educators to address social justice issues and model critical self-reflection that leads to improved classroom practice. These approaches of qualitative study also emulate democratic practices in that researchers and participants in the studies share the research process.

What Constitutes a Quality Self-Study?

It is difficult to pinpoint a single definition of a quality self-study since defining self-study research is in itself considered an arduous task. Crowe and Dinkelman (2010) noted that it is difficult to pin down a “simple definition or explanation of self-study” within the many competing definitions found in the literature (p. 2). Samaras and Freese (2011) even suggested that a permanent definition might not be appropriate given the diversity that exists within field. Self-study research represents a broad array of teachers and teacher educators with diverse educational backgrounds and life experiences and this diversity not only enhance the field of self-study research, but it also provides frequent dialogue about what constitutes quality self-study research (Crowe & Dinkelman, 2010). Researchers are continually refining guidelines to support the development of high quality, valid self-studies. Although the guidelines might be situational to the self-study, there are some common recommendations for researchers follow. These guidelines generally include:

1. A situated focus on the improvement of pedagogical practices (Feldman, 2003; LaBoskey, 2007; Loughran, 2007; Samara & Freese, 2011; Schulte, 2007; Vanassche & Kelchtermans, 2015).
2. Multiple qualitative and occasional quantitative methods to examine and understand the nature of the problem within teacher practice. The methods for data collection and analysis are explained so the reader understands how the researcher arrived at conclusions based on the data (LaBoskey, 2007; Loughran, 2007).
3. Collaboration exists to provide alternative viewpoints that serve to challenge interpretations of data and provide an additional lens to improve validity and trustworthiness of the study (LaBoskey, 2007; Schulte, 2007).

4. Self-study is public, going beyond critical self-reflection of just trying to improve one's own practice (Feldman, 2003; Loughran, 2007). Publically displaying the process and findings through published research allows readers to grasp the struggles within the researcher's practice and learn from emerging suggestions for improving that practice. The published self-study provides paths for future research and potential contributions to the field's professional knowledge base (Feldman, 2003).
5. Self-study cannot be so personal and autobiographical that it does not connect with an audience. The self-study researcher may use autobiographical accounts to improve one's own practice but these autobiographical moments must be relevant and provide meaning to others within the field, challenging the reader to think beyond the personal account (Loughran, Bullough & Pinnegar, 2001; 2007; Ritter, 2010).

Ultimately, self-study researchers characterize their work as a living educational theory "because it changes and grows as our experience deepens and our practices change and because that growth becomes evident in our practice" (Pinnegar & Hamilton, 2009c, p. 164).

Research Frame

The theoretical framework for this study takes two directions: (a) the framework influencing my practice, and (b) the framework guiding my critical self-examination. The theoretical foundations inherent in the self-study approach support these frameworks. When considering a framework for this self-study, I first wanted to consider what influences me as an educator. Whitehead (2009) called on teacher educators to ask how they can improve their practice, and suggested that teacher educators examine their own educational influences and theoretical foundations before answering this question. In other words, what theories do we espouse and do these theories drive our practice? Likewise, Dalmau and Guðjónsdóttir (2002)

also placed an emphasis on theoretical underpinnings of teaching in addition to a teacher's moral and ethical background that influences why a teacher models certain practices. Pinnegar and Hamilton (2009c) noted that self-study researchers "see their work as developing living educational theory — theory that lives because it changes and grows as our experience deepens and our practices change and because that growth becomes evident in our practice" (p. 164). My foundations as an educator come from three identities as a social studies teacher, special educator and teacher educator. The details of these foundational identities are outlined in Chapter 4.

A Model of Analysis for Self-Study

When considering a framework for supporting self-study methodology and examining my own practice as a teacher educator, I first considered Hammerness et al. (2005) and Shulman and Shulman's (2004) recommendations for sharing a vision of practice and then applying critical reflection to improve that practice. Their examinations of reflective practice helped clarify the need to find a tool that clearly aligned with the "improvement-aimed" approach of self-study research (LaBoskey, 2007, p. 817). Hammerness et al. (2005) examined how teachers develop as professionals and placed an emphasis on understanding the self. Shulman and Shulman (2004) expanded beyond the self, advocating for reflective research to also consider how self-improvement might have a larger impact on improving teaching communities. Loughran et al. (2007) and Zeichner (2007) supported these recommendations, suggesting that self-study researchers accumulate similarly themed subject level studies to enhance and improve practice at both the personal and program level.

Hammerness et al. (2005) and Shulman and Shulman's (2004) recommendations led to the selection of Dalmau and Guðjónsdóttir's (2002) Professional Working Theory (PWT) for this study. PWT examines the practice (What I do), the theory influencing the practice (How I

understand) and the personal educational vision driving the practice (Why I do). Figure 3.1 demonstrates how the three parts of PWT are intended to work together to reflectively examine teacher practice like gears turning each other. PWT asks the teacher to develop reflective questions within these three constructs of Practice, Theory, and Ethics that range from the impact of a teacher's work on a personal level to examining the broader societal impact of a teacher's work. For instance, focusing on the category of Practice, a teacher might initially analyze the practice of a lesson taught on a given day. On the next level, the teacher would examine how research and theory impact the lesson. Also, the teacher would also consider the impact of local, state, and national standards driving the lesson. Finally, the teacher would expand the analysis to the the personal values (ethics) that are visible within the work.

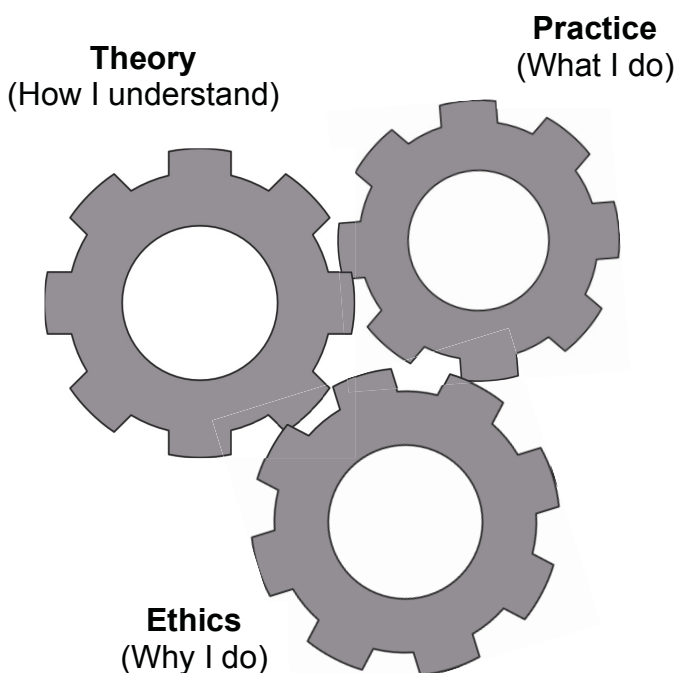


Figure 3.1. Visual diagram of Professional Working Theory showing the interconnectivity of practice, theory, and ethics as depicted by Dalmau and Guðjónsdóttir (2002, p. 105).

Designing My Self-Study Research

Self-study allows teacher educators to continuously monitor pedagogical practices and to ensure that we “practice what we preach” in the classroom (Intrator & Kunzman, 2009; LaBoskey, 2007, p. 819; Zeichner, 2005). This monitoring requires collaboration with our students and other educators, as well as a clear method for data collection and analysis. As noted earlier, collaboration exists to provide a check for the “self” in self-study, providing an additional lens to improve validity and trustworthiness of the study.

Participants

Although I am both the primary participant and researcher, other participants were involved in the study and informed the research process. The Introduction to Special Education for Secondary Educators class is a required introductory course for all secondary education majors at the university. The class I taught for secondary social studies majors included 16 seniors and 3 graduate students studying to become secondary social studies teachers. The class met for approximately three hours, once a week for 15 weeks during the Fall 2011 semester. In addition, there were approximately three, one-hour meetings outside of class at an area middle school to teach social studies lessons to students with more complex disabilities. This was a volunteer activity with five students from the class participating in the lesson development and implementation. A volunteer teacher education professor in special education and another from middle school and secondary social studies education were also present in the class for six randomly selected class meetings. Both professors agreed to participate because of their availability during my class and their backgrounds in special education and social studies education. They served as participant observers, taking field notes on what they observed and providing an alternate perspective to what I noted in my own journaling. I provided a copy of

the purpose statement and self-study question for them to consider as a focal point as they observed my teaching practices and classroom dynamics. I created an optional template for the field notes, but allowed both professors to produce notes based on their own individual styles. After submission of final grades, three randomly selected students from the class participated in individual semi-structured interviews.

Data Collection Methods

I collected data from a variety of sources in an attempt to capture a complete picture of how I developed and taught my course. I analyzed data using an inductive constant comparative method of data analysis. Creswell (2007) described the constant comparative method as a “process of taking information from data collection and comparing it to emerging categories” (p. 64). As noted earlier, my initial goal for this study was not the immediate development of theory or to find definitive answers to my research question. Self-study is an ongoing process to improve my practice in addition to sharing this experience with others interested in improving their practice in similar venues. The potential of theory building and strengthening the body of research happens through public critique of my work, the development of similar studies to create opportunities for comparison, and my own continued commitment to the self-study process. However, to maintain the quality and integrity of my data collection and analysis, I found that the principles and methodological guidelines of qualitative analysis suggested by Charmaz (2009) and Creswell (2007) provided a rigorous inductive method for organizing and analyzing data to better understand my own practice as a teacher educator. I wanted to address themes that emerged from the varieties of data collected and the common methods found. Charmaz’s design models provided sound organizing strategies for coding and memo writing. I also recognized that in examining my own practice and including descriptions of actual events

and artifacts as they occur, the data analysis takes on a holistic style as well, resulting in a narrative approach of my teaching experience (Charmaz, 2009).

I considered five categories of data collection during the course: (a) a class blog, (b) communication between the instructor and student, (c) observations by colleagues, (d) student interviews, and (e) other artifacts generated throughout the course by the instructor and students to supplement or provide archival evidence of comments noted in the other data collection methods. In addition, I developed a historical journal of my past experiences in schooling and employment to help build an understanding of the development of my social studies, special education, and teacher education identities. To inform my early development from K-12 through my graduate studies in social studies education, I supplemented my own memories with a family scrapbook of personal artifacts and discussions with my parents about events that shaped my early interests. The artifacts included, but were not limited to, graded school projects and assignments, report cards, newspaper clippings, awards, and photographs. These multiple forms of data provided opportunities for triangulation to support or challenge any identity representations suggested during the research process. This is important, as when we tell our own stories, interpretations and reinterpretations happen as the context of our life changes over time (Rodgers & Scott, 2008). This triangulation demonstrates a form of validation and thoroughness to the data within the study by recognizing the importance of multiple sources of data (Flick, 2006).

Class Blog

Each week I used an online blog to journal my self-reflection of the class and to have my students share their thoughts about the class topics and how I approached delivering the content. As noted in Figure 3.2, each blog title related to the class topic for that week. I listed the course

objectives addressed during the class as well as more targeted objectives for the lesson before reflecting on the lesson itself. Each blog posting was completed within 12 hours following completion of the class. My students were provided access to the blog and were able to voluntarily post comments anonymously or using their university username. No incentive was provided for students to participate in this blog during the semester.

EDSP 404/504: A Self-Study

Thursday, October 13, 2011

Total Pageviews

340

Class 7: UDL, Differentiation, and Evidence-Based Instruction

Blog Archive

Today's class focused on three primary areas: (1) Differentiation and Universal Design for Learning; (2) Evidence-based Instruction with the Unit Organizer; and (3) Disability Categories Mini-lessons addressing Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder.

The primary course objectives addressed were:

- Define and list the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC2K2, K5, K6, GC1K1, GC2K4, VGCA1a2, VGCB1a, b)
- Develop the knowledge, skills, and attitudes necessary for working in a general education classroom with students with disabilities. (CC9K1, K2, CC9S5)
- Select evidence-based instructional strategies and technologies appropriate to the abilities and needs of the individual and apply differentiation to lesson development. (CC7S8, GC7S2, VGCA2b6, VGCB2a3a, VPS2)

We began class with an examination of a lesson packet and I asked the students to consider UDL and differentiation approaches to addressing activities. Before beginning this we reviewed the previous week's discussion of UDL and differentiation and I described UDL as a proactive step to making a classroom more inclusive for everyone, whereas differentiation is more reactive to the students who end up on class rolls. I will continue to address these concepts each week with the students as we address strategies for instruction. Analyzing lessons is a task that could easily take 30-45 minutes out of a class. I shortened this activity to 15 minutes and I felt thought that everyone still seemed to do a good job and get the general picture about the importance of considering the accessibility of the activities we ask

Figure 3.2. Screenshot of the class blog showing the structure and alignment to objectives.

Approximately 4 to 6 students responded each week, most with anonymous posts. In my first post, I shared the self-study process with my students and made the following comment about my self-reflective blog.

This process of self-study is a challenge because I have to analyze myself as a teacher in multiple ways. I am learning to understand my practices and at the same time these critical reflections are serving as a continuous form of professional development for me to improve my practices as a teacher educator. I will admit before starting this blog I thought, "How hard could it be to write about my practice as a teacher educator in this class?" As a supervisor of field experience, I ask my students studying to become special education teachers to keep a weekly journal during their field experience to reflect on their practices. This reflection process continues with the portfolios they develop and defend during comprehensive exams. It never dawned on me how this could be a challenging process for a new teacher. This first week of reflection was a challenge for me. It is my hope student reflections on this blog will enrich my analysis, help me see things I may have missed and provide some different perspectives on what I chose to write about (personal reflection, 09-01-11).

Communication Between the Instructor and Student

I saved approximately 50 emails from the semester (Figure 3.3) that were either sent by me to the class or were student responses to my emails or conversations initiated by the students via email. Since a majority of the communication addressed projects that students were completing or the class, it seemed appropriate to consider these items in my data collection as an additional observation of my practices as a teacher educator. Initially I had not considered this

communication as important until I spoke with A. Crowe about the self-study process during the 2011 NCSS Conference in Washington, D.C. She suggested that the communication I have with students via email or by other means might provide a lens into my course design, how I communicate with students, and how students interpret and respond to my practices (A. Crowe, personal communication, December 1, 2011).

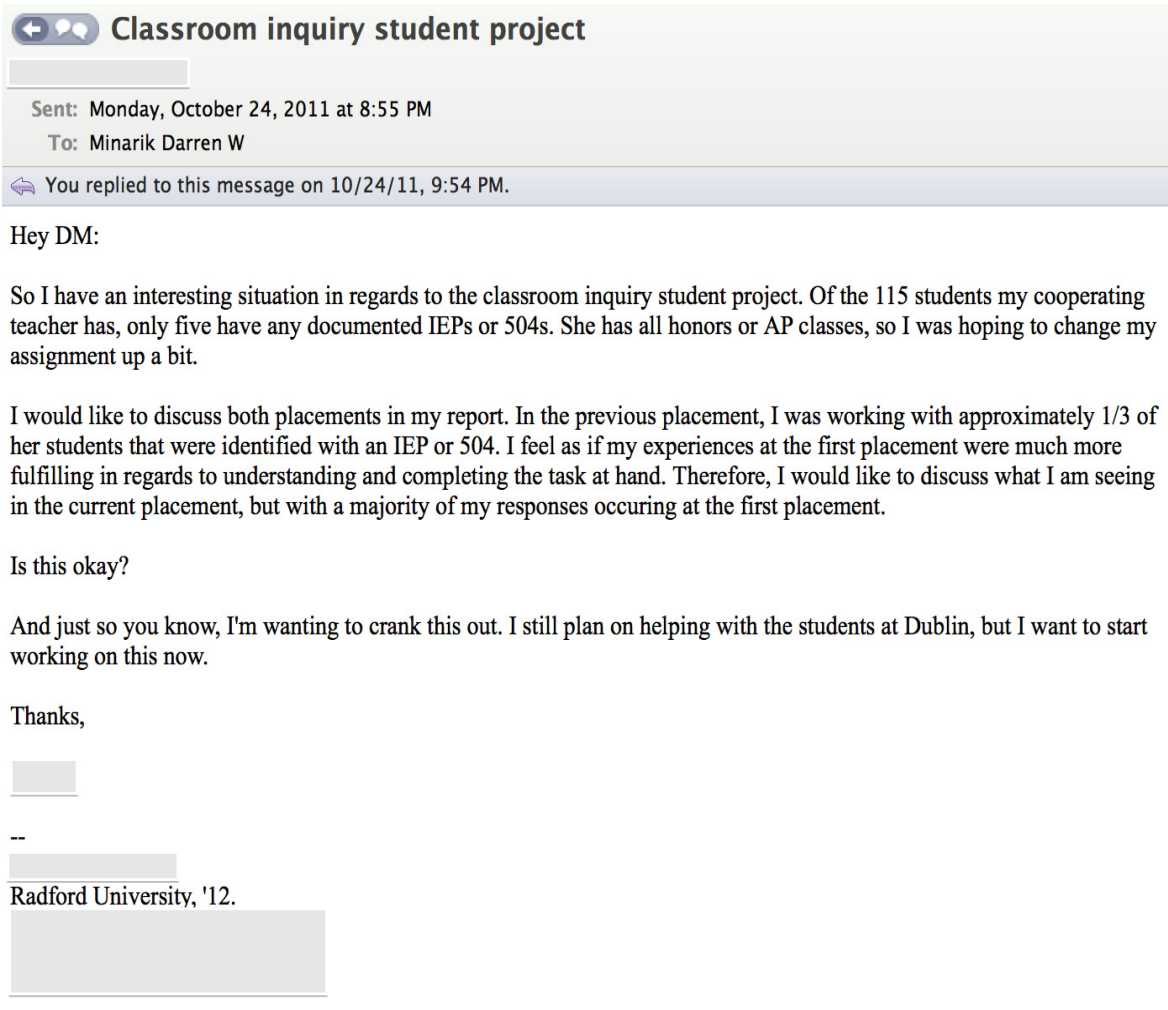


Figure 3.3. Sample email communication.

I archived my Learning Management System Desire2Learn™ (D2L) site because it served as an additional tool that I used to communicate with my students. The email communication and D2L

site (Figure 3.4) demonstrated how I structured the course, shared information, and addressed student needs as they completed course requirements.

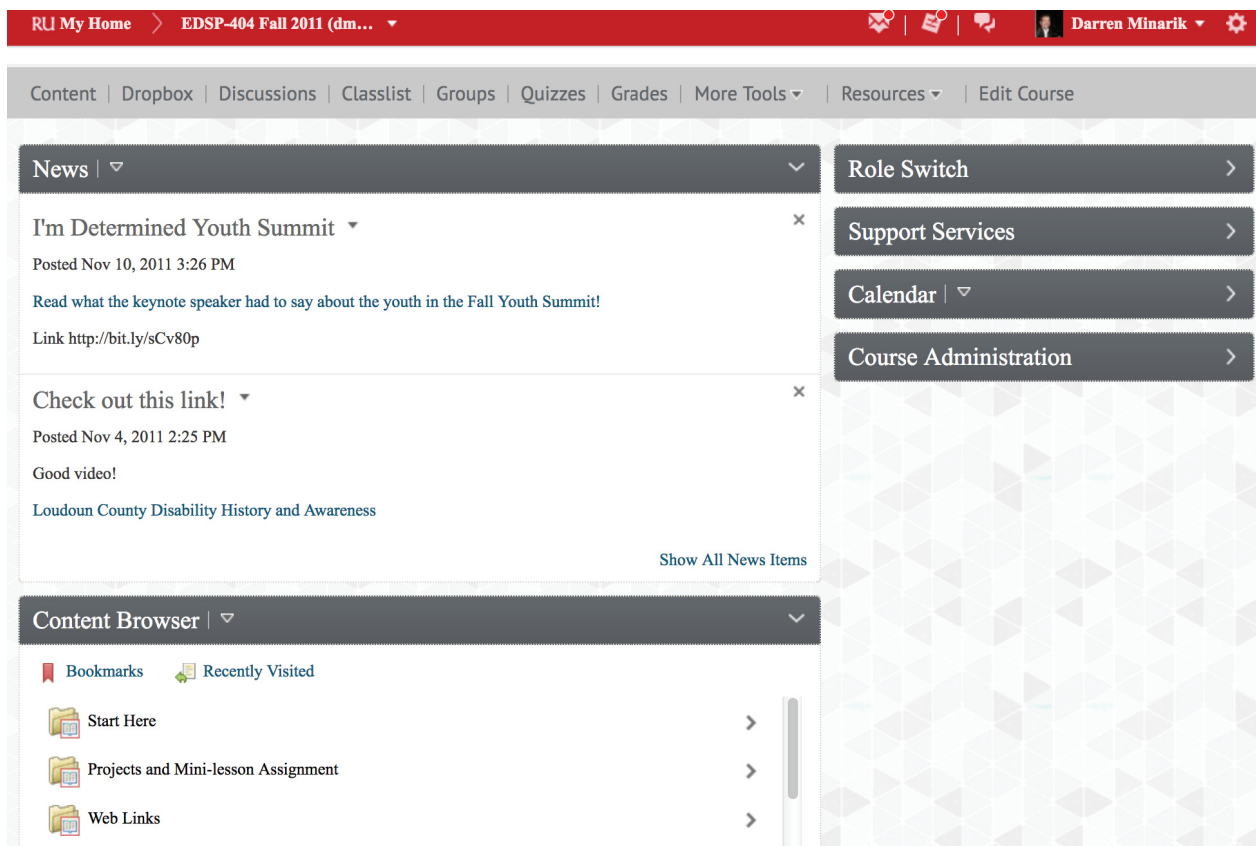


Figure 3.4. Screenshot of the archived learning management system.

Observations by Colleagues

One teacher education colleague from the special education department and one from secondary social studies education agreed to participate in the study as participant observers for approximately half of the class meetings. They each received a course syllabus, a copy of my purpose statement and research question, and asked me about the topics addressed each week. They developed a schedule for visiting my class based on what they wanted to observe. The participant observers received no specific directions about what to look for or write about other than having a familiarity with the research questions and purpose statement. They observed

class, took detailed notes on what they observed, and then submitted completed notes to me within two weeks following the observation. Because of their own knowledge base and ability to contribute to the learning process, I did not ask either of them to refrain from participating in any of the class discussions or activities. Both served to check my data and interpretations, providing an important contribution to the collaborative condition recommended for quality self-study (Loughran & Northfield, 1998).

Student Interviews

The 19 students enrolled in the class completed a questionnaire at the beginning and end of the semester and completed paperwork to volunteer for a final interview upon completion of the course. The questionnaire was a tool I used each semester I teach the introductory course to collect information about student knowledge of disability and special education, so I left it as I have done in past semesters and decided it would serve as a guiding document for my interviews. Interviews of students in self-study research designs are not uncommon, but published self-studies rarely note details of the interviews (Pinnegar & Hamilton, 2009b), so I followed Creswell's (2007) guidance in planning the interview by opening the pool of potential interviewees to my entire class. Eighteen students agreed to participate in an interview and 17 received randomly assigned numbers for placement in a Web-generated randomizer. No incentive was provided for participation in this interview process. One student was excluded from the interview pool because he had not completed all of the coursework. All interviews were conducted in a quiet room on campus, audio recorded, and they took place following submission of final course grades. The interview protocol began with the assignment of a participant pseudonym to hide the identity of each interviewee. The interview protocol included seven questions following the written questionnaire given at the beginning and end of the

semester. Each interview was semi-structured and took approximately 30 minutes to complete. Students received a copy of their two completed questionnaires from the beginning and end of the semester and a copy of the course syllabus essential questions and objectives. Before the interview began, I positioned myself within the self-study, letting each interviewee know that the intended outcome for the information they share is to help me improve my practice as a teacher educator. They were not subjects of the study, rather informants of my practice and what they learned or did not learn because of my practice. The students elaborated on each question, connecting the course syllabus requirements and class experiences to their responses. Each interview was transcribed within 48 hours after the meeting took place, and transcriptions were then provided for the participants creating member checks to insure accuracy of the data collected.

Other Artifacts

Students also provided artifacts in the form of in-class tasks and major projects completed during the semester. Early teacher-created materials collected from the course included the course syllabus and course assignment directions. As the semester progressed, lesson plans and a curriculum-mapping tool were also added to the data.

Data Analysis

Pinnegar and Hamilton (2007) noted that there are limited details regarding the process of data collection, analysis, and interpretation within self-study research. This is due in part to the variety of self-study approaches and the use of varying qualitative and sometimes quantitative approaches in these studies (2009b). Recognizing that I am at the beginning of a “living educational theory” (Pinnegar & Hamilton, 2009c, p. 164) with this study and I am searching for phenomena emerging from my practices as a teacher educator, I chose to follow Charmaz’s

(2009) recommendations for gathering, coding, and analyzing data as an organizing tool. Charmaz (2009) explained that in the data analysis process, it is important to look for the fit between initial interests studied and the data emerging from the research. I interpreted this approach as a reminder for me to respect my focus on the research question as it relates to improving instructional practice within the boundaries of addressing perceptions about disability and special education, while also recognizing that my analysis through the lens of PWT would push me to examine my practice and consider the theory, ethics, and other personal and professional factors influencing that practice as it occurs. Also, the data analysis might reveal findings that are not necessarily a good fit for the research question, but those findings may still serve to support my improvement as a teacher educator. The processes identified by Charmaz are complimentary and adaptable to a diverse array of qualitative studies including self-study (Charmaz, 2009). Recognizing the fluidity of self-study, I also incorporated the practice of constantly revisiting and reviewing data to consider how I am interpreting findings (Brandenburg, 2008; Charmaz, 2009; Pinnegar & Hamilton, 2009a). This provides rigor and richness to the study.

As noted earlier, data collected for this self-study was structured into five sections for coding and analysis: (a) a class blog, (b) communication between the instructor and student, (c) observations by colleagues, (d) student interviews, and (e) other artifacts generated throughout the course by the instructor and students to supplement or provide archival evidence of comments noted in the other data collection methods. As with any data analysis, there are stages to the process. These steps included:

1. Initial line-by-line coding of class blogs, student responses, participant observations, and student interviews

2. Completing an axial coding stage by moving initial codes toward themes
3. Introducing artifacts (course assignments, syllabus, handouts) that also fall within the themes
4. Comparing themes across data sources
5. Analyze the themes to highlight issues of my practice to address in the study
6. A continuous process of reflexivity during the research and writing process.

Themes were then placed into tables identifying the name of the theme, a description of how the theme originated, and the analysis of the findings as it relates to the research questions and literature (Samaras & Freese, 2011). As noted earlier, the weekly blogs, assignments, student artifacts, and observations made by the volunteer professors also opened up a narrative window of my teaching experience built into the analysis process (Rossman & Rallis, 2003). I maintained “self-critical reflexivity” (Ham & Kane, 2007, p. 129) through the entire process of collecting, coding and analyzing data. This form of reflexivity is an “iterative and consciously analytical reflection on, repetition of, and gathering data about, the purposeful actions that are the center of the study” (2007, p. 129).

Reflexivity or “turning back on oneself” (Davies, 2008, p. 4) is a continuous process within self-study. The reflexive process began with the data I collected that was of my construction including all teacher developed artifacts for the class, correspondence with students, and the weekly class blog journaling my experiences and thoughts for each week. For instance, early in the semester I noted in a memo that I planned to complete a curriculum map as part of the course. My department began curriculum mapping the core courses in our special education licensure program to ensure we addressed the required goals for accreditation and that any

overlap was necessary to support student understanding as part of the special education licensure program.

I am mapping my curriculum this semester as part of the Merging Expertise for Results in General Education (MERGE) grant and a training we received from Rachel Janney, a former RU professor. I'm not sure how [this] will fit into my self-study other than to indicate the frequency I've addressed course goals and with what assignments and major activities. I have been unable to talk with my colleagues who are also doing curriculum mapping with their coursework to gauge if I am doing it correctly (personal reflection, 09-08-11).

EDSP 404 is part of the secondary licensure program, not special education licensure, so I was not asked to complete the curriculum-mapping exercise for the course. I did need to do it for other courses I taught, so I decided it might be a beneficial piece of data to support the discussion of my research question. My early memo indicated uneasiness about doing the map correctly and whether it would support my study. Also, I noted that I participated in curriculum mapping during my second year as a social studies high school teacher and did not see "any personal worth" in the experience at that time (personal reflection, 09-08-11). The school division was looking to apply for Southern Association of Colleges and Schools (SACS) accreditation and also wanted the teachers to better understand how the Standards of Learning aligned through K-12. We were required to meet on a series of Monday afternoons with teachers from other county schools to complete the alignment process. Although the tasks required of us were completed, there were many discussions within my group about the new superintendent requiring extra work out of teachers who were already too busy and underpaid. This reflection demonstrated a potential bias that I had regarding the exercise of curriculum mapping and its value to teachers.

This is another important characteristic of reflexivity in qualitative research, as it shares the potential subjective nature of the research to the reader and allows the researcher to challenge those biases when collecting and analyzing data (Charmaz, 2009).

During the special education program area mapping exercise I completed the following tasks: (a) Determined the weeks I addressed specific course objectives; (b) Coded each objective by considering the expected level of learning for students where “Emerging” indicated a basic introductory knowledge, “Developing” indicated reinforced understanding and fluency in using the skill or knowledge, and “Mastery” indicated an extended understanding with proficiency in using the knowledge or skill); and (c) Identified the essential questions or content associated with the course objectives along with the key methods, resources, and assessment measures used. Notes I made during mid semester about the mapping described the activity as “just a process” that I went through, but I still gave it little relevance to inclusion in my overall study or how it might benefit me in my practice (personal reflection, 10-06-11). Later in the semester I revisited the mapping for a third time noting how the data within it highlighted how the emphasis placed on certain content and the methods and resources I used did potentially have an impact on how students might perceive what they have been taught (personal reflection, 11-17-11). Once I began writing my findings, the curriculum map served as an important outline of the depth and breadth of instruction taking place in my course that found valuable to improving my practice in the course.

I employed a collaborative process with student access to my blog and their anonymous responses to my entries. Students commented on my recollection of class discussions and activities, providing another set of eyes to determine the accuracy of my accounts. Participant observations completed by my colleagues provided another analytical piece to the reflection by

serving as a check to my own notes and self-observations. Examining and reexamining the data is a routine procedure in the continuous self-study process of improving one's own practice.

Limitations and Challenges

Myers (2002) contended that his improvement as a teacher educator during a 10-year period was a direct result of self-study to reform his practices. Entering the fourth year of a full-time career as a teacher educator, this study represented the first time I critically evaluated my practices as a teacher educator. S-STEP researchers characterize self-study as an ongoing process; therefore, one limitation is that this study represents the beginning of this process intended to improve my practice as a teacher educator. A significant challenge within self-study is determining what data to collect, how to go about the collection process, when to stop that process, and how to analyze the data collected in a way that will provide objective findings that both inform my practice and the practice of others in the field. I found myself frequently struggling with these data challenges as a self-study researcher, at times feeling stuck from overthinking how to share my findings in an informative way. As I continue to immerse myself in self-study methodology and revisit and reform my practice as a teacher educator, my ability to conduct useful self-studies and my skills as a teacher educator will improve. In addition, the ability to revisit my self-study research design with similarly themed subject areas in the future may provide a strengthened analysis of my practices that does not exist with this initial study.

Writing a self-study involves recognizing those practices that do not work as intended. Loughran (2007) noted that challenges and setbacks dominate the data gathered in self-studies. My first data collection challenge involved piecing together my past to share the influences that shaped my identities within social studies, special education, and teacher education. There was a challenge in remembering those early influences and I recognize that potential gaps in my

personal history do exist (Wineburg, Mosborg, Porat, & Duncan, 2007). Fortunately, my parents collected memories of my past that I used to trigger my own recollections and create a story of my early experiences that shaped my identities (Rodgers & Scott, 2015). Then I initiated shared conversations with my parents to piece together potentially influential events in my life.

Another part of my data gathering process involved the collection of data from my students with whom I held a position of power over, and the observations of two colleagues who may have chosen to limit what they write in field notes to avoid hurting or offending me in any way. I recognized these potential challenges. I had to trust that asking two colleagues to complete honest observations and providing them with my research question and the understanding that I am trying to improve my practice was sufficient enough to support an accurate data collection process. I also had to trust that providing my students with an open account of my self-study helped them understand that I was examining my practice as a teacher and not evaluating their performance as students. The degree of anonymity I provided through the blog, the random selection and opt out process for the interviews, and the interviews taking place after submission of final grades, were put in place to mitigate my position of power.

Reflexively looking at your own challenges and frustrations and then making these public for all to see is somewhat disconcerting, but represents an important part of the self-study process. The risk of self-study is that the researcher may hide some of those more unsettling moments from the public, thereby limiting the analysis and trustworthiness of the self-study. The idea that the researcher is reporting personal experiences as data raises questions about legitimacy (Bullough & Pinnegar, 2001). If the researcher is not forthcoming and honest in the data collection and analysis process, and the analysis seems to serve a more “self-serving” purpose, the self-study loses resonance and credibility with the reader (2001, p. 15). The

question of legitimacy led me to include colleagues in the data collection process and allow my students to be participants in my reflections through the blog and interviews. However, an ideal self-study structure would actually include colleagues and/or students as co-researchers, collaborating in the collection and analysis of the data. As noted earlier, in high quality self-studies, collaboration exists to provide alternative viewpoints that serve to challenge interpretations of data and provide an additional lens to improve validity and trustworthiness of the study (LaBoskey, 2007; Schulte, 2007)

Another struggle with reflexively examining your own practice was finding the balance between being overly critical and not being critical enough. Leaning too far in one direction or the other could potentially raise doubt with readers about the study. One way to reassure readers was to share my process of examining my data and how I revisited and reflected on what was collected. As an example, following the fourth class meeting I reflected on an activity involving guest speakers with more complex cognitive and physical disabilities who were also student peers at the university. These students were part of an on campus transition project in partnership with an area school division and coordinated by Johnna Elliott, a school division liaison who maintained a permanent office on the university campus. The students were part of an effort to provide age-appropriate educational and social opportunities to improve postsecondary outcomes once they exit out of the school division (J. Elliott, personal communication, October 27, 2011).

Initially after reading my blog post, I felt that I did a good job striking a balance in my critique of this activity, but after revisiting the reflection and reading through student comments of my blog post, it appeared that in the process of trying to find that balance, I left out some of the details important to improving my practice. I began the blog post by noting that I could have done a better job preparing my students for the presentation.

I feel there is a strong learning value in having young people with disabilities come to class and talk about themselves, their experiences, and there [sic] expectations for teachers who work with them. I think I missed an important teaching moment with these guest speakers though. There were very few questions for the guests and I immediately felt like I should have done a better job to prep the group for these presentations by briefing them on the speakers and preparing questions in advance (personal reflection, 09-22-11).

Although stating that I “should have done a better job,” it would have been more beneficial to consider specific actions I should have taken or how the actions I did take prior to the presentations were inadequate. Then I went on to describe the class as “generally quiet” and considered if limited background knowledge impacted the lack of student participation. These are all legitimate points, but they tended to point the finger at a timing issue and the students rather than a more critical lens examining my instructional planning and practices.

I'm not sure how to gauge the quiet level of the students. I know the class is generally quiet early in class, so it was not too unexpected. Part of it may have been comfort level and wondering, "What is okay to ask or say?" I was able to coordinate a similar presentation last year and there were many more questions from the students. Those presentations took place much later in the semester though so it is possible the timing was wrong and the background knowledge was too limited at this point to create a wide variety of questions. This was highlighted in my mind when Johnna asked if the class had learned about accommodations yet, and I told her we touched on it the first day, but we were still early in the semester. Finally, I do feel this group seems to quietly internalize and think about

their responses, which I respect. We seem to have more thought provoking discussions the week after topics were first introduced. Overall I feel this component is worthwhile and necessary to the class. Better organization and consideration for its placement would most likely make it a more effective instructional tool (personal reflection, 09-22-11).

I wrote this reflective blog and therefore had an intimate involvement with the data collection about myself in this instance. Revisiting this piece of data, critically analyzing what I might have missed in the first iteration, and then writing about it in a memo demonstrates that I both understand my connection to the research situation and the potential effects I have on that research (Davies, 2008). It shows the reader that my intention is to be as objective as one can be in a self-study process.

This experience taught me early in the self-study that the idea of being overly critical or not critical enough needs to be examined in the context of the whole study, not individual parts. Also, revisiting my own reflective words and questioning that early analysis through the participant observations of my colleagues and the student blog responses is an important check to ensure a more objective approach to examining my practice. There will be times that I am satisfied with my practice and other times where I may be highly critical. This is fine so long as a significant portion of my analysis does not lean heavily in one direction or avoid uncomfortable observations about my practice.

A final challenge is the range of what constitutes self-study among scholars who practice this methodology. Crowe and Dinkelman (2010) noted that the placement of self within self-study ranges from the very personal, to little or no focus on the self at all other than a brief connection to the data. Bullough and Pinnegar (2001) cautioned that self-study is a balancing act

where “tipping too far toward the self side produces solipsism or a confessional, and tipping too far the other way turns self-study into traditional research” (p. 15). They argue for a more balanced approach, although broad ranges of approaches exist in peer-reviewed journals (see Dinkelman et al., 2006; East, 2009; Kosnik & Beck, 2008; Ritter, 2010). I attempted to maintain a more balanced approach in my first attempt at self-study, providing a structure that followed a more traditional methods, framework, discussion, and conclusions path, while also providing more personal detail about my past and then see where the future leads me.

Conclusion

Chapter 3 began with a background of self-study as a research methodology, providing a rationale for using self-study as a tool for examining my practice in an introduction to special education course for social studies educators. I shared how others in the discipline of social studies teacher education encouraged the use of self-study to improve teacher education practices within the field. Next, I provided context for what represents a quality self-study, sharing core elements identified within the literature. I followed this background information with an introduction to my framework for the study, Professional Working Theory, and how this tool allows the reflective practitioner an opportunity to explore teaching through Practice (What I do), Theory (How I understand), and Ethics (Why I do). After introducing the framework for the study, I provided a summary of the research design, outlining the structure of the study and how the data was collected for analysis. Finally, I finished the chapter by examining potential challenges and limitations with this type of study. Chapter 4 begins my process of analysis by sharing my development as a professional educator, revealing how my personal and professional experiences began to shape “who I am” as an educator.

CHAPTER 4

WHO AM I? CONTEXT OF MY DEVELOPMENT AS A PROFESSIONAL EDUCATOR

The previous chapter established the research frame for my study, explaining how I use self-study methodology and professional working theory to examine how I act to facilitate prospective secondary social studies teachers' understanding about disability and teaching students with disabilities. Part of my research question also involves examining those personal and professional factors that potentially influence my teaching practice. This chapter discloses background information relevant to my own personal and professional identities that shape my career as an educator. By revealing these identities, an opportunity arises to uncover past experiences that frame my practice and then potentially alter or reaffirm my practice through this understanding (Hamman, Gosselin, Romano, & Bunuan, 2010; Naraian, 2010).

Rodgers and Scott (2015) suggested that there are four underlying ideas that define the formation of identities: (a) multiple contexts determine identity; (b) identity is emotional and it exists because of relationships with others; (c) identity is always changing; and (d) identity is developed through a process of “construction and reconstruction of meaning through stories over time” (p. 733). Furthermore they call on teachers to seek “an awareness of their identity and the contexts, relationships, and emotions that shape them” to better understand who they are as educators (p.733). This chapter represents my attempt to create that very understanding about myself. Also, reflecting on my past practice in education and those social contexts that influenced me during my career thus far is an important and expected part of the self-study methodology (Johnston, 2006). Additionally, Professional Working Theory (PWT) asks researchers to look at those influences in our past that shape who we are today and include those influences in the examination of professional practice (Dalmau & Guðjónsdóttir, 2002).

Looking at past experiences allows both the researcher and the reader to consider how interests, positions, and assumptions might influence the self-study inquiry (Johnston, 2006). Because my inquiry looks at an introductory course in special education for future social studies educators, I attempted to share those influential experiences that shaped my career within both of those fields.

Sharing my background and early influences that guided my current path in education also served the important role of providing reflexivity in my research. As noted in Chapter 3, reflexivity in qualitative research allows the reader to know the subjective nature of the researcher, the barriers that exist within one's practice, and potential positions or biases inherent in the research (Charmaz, 2009). Reflexivity provides an understanding of how the researcher influences the research and it reduces the possibility that the researcher will exert too much power during the research process (Allan, 2006; Goodley, 1999). This inquiry also helps respond to the practice (What I do), theory (How I understand), and ethics (Why I do) in PWT, sharing experiences in the development of my professional identity and how those experiences shaped my practice as an educator as well as my understanding of theory and the values and ethics that still influence my professional work today.

This chapter is divided into sections that examine my personal and professional identities within social studies, special education, and teacher education. First, I share my background in social studies education and how early influences in high school sparked an interest in pursuing a teaching degree and then eventually led to teaching first with a civic education organization and then in a public high school. Then, I explore my special education identity that began with my own personal background experiencing disability followed by experiences working within the field, taking coursework in special education, supporting teachers in the field who worked with

children with disabilities, and eventually teaching special education courses at the university level. These experiences begin to provide opportunities for my social studies background to shape my work in special education. Next, I move into my experiences as a teacher educator providing a snapshot for how I moved into university level teaching. Sharing these personal and professional contexts serve to open a window into what helped shape my career in education. Finally, I introduce the historical background of EDSP 404, Introduction to Special Education for Secondary Educators, the course that merged my multiple professional identities and is central to my self-study, examining how the social studies program at the university moved toward a cohort specific introduction to special education course for secondary educators. These insights bring context to the findings in Chapter 5 and subsequent discussion and implications for future practice in Chapter 6.

Social Studies Identity

My interest in social studies began in high school where I was fortunate to have two dynamic social studies teachers who encouraged me to take a local civil war elective history course in 11th grade and a 12th grade international relations elective course that prepared students for participation in Model United Nations. I was encouraged to take these courses because of my success in the required social studies classes I took in 9th and 10th grade. Although I was not always an “A” student because of testing difficulties, my teachers frequently expressed their appreciation for my participation in class activities and the quality of my class projects. I was not always the most motivated high school student, but it was my social studies teachers who seemed to find ways to show relevance in the subject matter and spark motivation within me.

Although not a social studies course, I was also enrolled in a Distributive Education Clubs of America (DECA) marketing course where I focused on community service, competing

in the civic consciousness event category at the local, state, and national level. My teacher seemed to have a way to motivate all of her students to go beyond the requirements of the course by letting us always know how much she believed in our abilities. She shared a poem with us called “I Believe in You” by Joleen Fox that referenced having determination to accomplish anything in life and used that reference to push us toward success when we competed in the DECA district, state and national competitions. During the course of the year, those of us involved in the DECA civic consciousness category developed a project that used marketing skills learned in the course to support the Humane Society in Atlanta, Georgia. We developed a campaign to spay and neuter pets that included posters on the Metro Atlanta Rapid Transit Authority (MARTA) buses and rail cars, worked in area shelters as volunteers, made contacts with local pet stores to collect donations, and developed working relationships with members of the state legislature and our 4th district congressional representative. Our efforts resulted in press opportunities with these local officials, creating more awareness about the need to support the efforts of the humane society. These experiences heightened my interest in our political system, citizenship education, and the possibility of a career in a field that would allow me to have a societal impact. It is not surprising that these experiences influenced my career decision to become a social studies teacher. Watt et al. (2012) noted that some of the biggest motivators for individuals selecting a teaching career included the “desire to make a social contribution” and “positive prior teaching and learning experiences” (p. 792).

Although motivated by my school experiences, I have little recollection of family influences that sparked my interest in social studies education. Although my parents and I now have very lively political discussions and enjoy watching shows about historical and political events on television, I do not recall knowing my parents’ political leanings or voting record in

elections until I was in college. My parents were active in local social organizations and the homeowners association for our community, but we never talked about politics and rarely took family trips that intentionally involved visits to historical locations. My mother kept a scrapbook documenting some of my school and personal experiences from birth through graduation from college. Within that book there were no artifacts related to social studies other than my experiences with DECA, Model United Nations, and the Local History class in high school. Most of the focus was on my interest in science and working with animals as well as many samples of creative writing. In fact, my passion for the DECA Civic Consciousness project on the humane society was directly related to my desire to work with animals as an adult rather than an interest in advocacy work and politics.

Initially, my undergraduate studies in 1987 and 1988 followed my mother's scrapbook from my childhood. I majored in biology with the desire to become a veterinarian. For my foreign language liberal arts requirement I took Russian, because I heard the professor was dynamic and I struggled with French and Spanish in high school. Taking Russian as a foreign language sparked an interest in the politics between the Soviet Union and the United States. The history happening at that time also motivated my interest with President Reagan's now famous "Mr. Gorbachev, tear down this wall" statement in June 1987 and Gorbachev's policies of glasnost (openness) and perestroika (restructuring) constantly in the news. Eventually that interest in international relations resulted in a change in my major to political science. After taking more courses in my major, I became interested in constitutional law thanks to another professor who taught highly interactive classes using the Socratic method and numerous simulations and debates. I considered law school, graduate studies in political science, or social studies teacher education as a result of these interests. Although accepted to Penn State's

political science graduate program, I decided that I wanted to teach at the high school level with the hope of teaching U.S. Government and U.S. History so I continued my education at Auburn University in the 5th year masters program in secondary social studies teacher preparation.

During my graduate studies one course that had a lasting impact on my studies was Survey of Exceptionalities, a requirement for all teacher education majors. It was summer of 1991 and my professor placed a heavy emphasis on the new the Americans with Disabilities Act (ADA) that was signed into law a year earlier. Specifically we had two assignments that influenced my perception of disability. The first involved our class participating in the examination of wheelchair accessibility in local businesses. We worked with local citizens who used wheelchairs for mobility and helped provide suggestions for developing more accessible facilities for wheelchair users. The project developed my awareness of the prevalence of disability in society, and it was the first time I worked side-by-side with a person who had a physical disability. Our other assignment was to partner with an adult with an intellectual disability who was learning to live more independently within the community. I was paired with a man in his mid twenties who had an undisclosed intellectual disability. He recently moved from a group home to an apartment on his own. My assignment was to support his development of independent living skills and coordinate the support I provided with a local agency. I chose to address two areas, maintaining a clean apartment and cooking on a stove. The assignment required that I create visual cards to support independent living tasks. This course provided my initial knowledge base of special education and an interest in legal issues impacting people with disabilities.

When I went through teacher preparation in social studies, I gave little thought to how theoretical underpinnings of education impacted my practice. In my methods course, the

professor who also served as my university supervisor in the field frequently emphasized Dewey's inquiry-based approach of learning by doing and the importance of social interaction in the classroom to support democratic ideals (Dewey, 1938, 1996). Importance was placed on Bruner's arrangement of intellectual development of the "enactive, iconic, and symbolic representation of the world" connecting with my own interpretations of how I used concrete, pictorial or abstract concepts to support my own learning (Bruner, 1966, p. 49). My methods professor also encouraged us to challenge students with higher levels of questioning using Bloom's Taxonomy, moving students from a basic understanding of the content to higher levels of application, analysis, synthesis, and evaluation of the content addressed (Bloom, 1971; Newmann, 1990). Delivering content in this manner resonated with me and reflected what I wanted to provide in my social studies classroom to meet the learning needs of my students. I desired learning to be an active and challenging process, not the passive lecture and textbook emphasis I experienced as a high school student in many of my classes.

Once in the classroom as a student teacher, I recognized that my instructional practices were often structured in a way where I facilitated opportunities for students to become engaged with the content being addressed through challenging questions that provoked group discussions or simulation activities that challenged students to connect their existing knowledge with the new content being learned. My university supervisor and one of my two field experience cooperating teachers (CT) helped me cultivate this type of instruction, emboldening me to develop lessons that actively engaged the students. Only later in my career working for a civic education foundation called Close Up would I link my beliefs about classroom instruction to social constructivism. I understood social constructivism as a theory grounded in the notion that learners are actively involved in constructing knowledge based on personal and social

experiences and this construction of knowledge is facilitated through authentic learning opportunities (Adams, 2006; Brophy, 2002). The classroom is a more student-centered environment that supports a “meaning making” process of learning and collaborative discourse addressing viewpoints about big idea questions (Brophy & Alleman, 1998, p. 32).

I was assigned two CTs during my field placement because they both taught AP classes that I was not allowed to teach. Having two CTs exposed me to two different beliefs in how I should be delivering content in the classroom. With the first CT who saw learning from a more social constructivist framework, I was encouraged to use the social and cultural influences of the community where I taught, and use prior knowledge and current events to facilitate understanding of history, guide student learning, and empower students to take ownership for their learning.

As an example of an authentic learning experience, my placement was the local high school near my university and race relations were a major issue both on the university campus and at the high school. A much-anticipated movie about Malcolm X was due for release and high school students were wearing black shirts printed with a large, white “X” causing some tension between students. Simultaneously the university was experiencing campus protests concerning Kappa Alpha fraternity’s “Old South” parade and week of festivities (Author, 1993). Conflicts arose between students wearing Kappa Alpha Old South shirts portrayed with the image of the Confederate flag and other students wearing Malcolm X shirts. The local controversy provided an opportunity for me to connect my unit on the Civil Rights era to current events. My CT encouraged use of this local event as part of my instruction, opening a dialogue comparing current race issues with those during the height of the civil rights movement in the Deep South.

In another authentic learning example for my government class, I helped my CT organize a local government Close Up field trip. My CT informed me that the Close Up Foundation provided small amounts of money for local events and she was able to secure funds to visit local government sites with the senior class. The Close Up Foundation was a nonprofit civic education organization dedicated to helping young people and adults become more knowledgeable and participatory citizens. Their philosophy was a nonpartisan learner-centered approach to learning where students go on-site to learn about government and history and those who work in government share about their roles and responsibilities (Richardson, 1993). I contacted Close Up and they helped secure visits to the Auburn City Council, Lee County local government, the Lee County courthouse and Lee County sheriff. We developed a day-long schedule that included visits to each government building and the Lee County Jail facility. I facilitated the process by helping students ask questions of the government officials and comparing and contrasting the different experiences with what they were learning about local government in their classes.

My other CT experience was more rigid and I was required to be more teacher-centered in my approach. As I noted earlier, there were some discussions over race relations in my school and I was not allowed to connect those issues to my Civil Rights unit in her classroom. For the period where I taught U.S. History in her classroom, I was instructed to follow the content. I ended up writing two different lessons each day for the unit to appease my other CT. When I attempted to show *A Time for Justice*, a video that was part of a new Civil Rights movement kit developed by the Southern Poverty Law Center, my CT did not approve of the video or the instructional materials in the kit. She felt the video and materials were biased against the southern states and suggested that I show parts of *Eyes on the Prize* instead, because it also portrayed the racism that existed in the north. My university supervisor and I sat down with my

CT and discussed her concerns. I learned that she grew up during the civil rights movement and her father was a pastor who supported integration. She noted that her family was frequently threatened for her father's position. She said that her father and other ministers had concerns about the northern students coming down to support the movement. She characterized the students as part of the problem with the violence that was occurring. My university supervisor asked if she had ever shared her experiences as a girl growing up during that period with a class and she had not. We were able to get her to share those experiences with the class instead of showing my video. I found an old article on microfiche published in Alabama following the *Brown v. Board of Education* (1954) decision that interviewed students about integration, showing that while some students were resistant, others did not object to integration. She talked about her own friends and how she recalled growing up during that period. My CT still resisted my interest in making a connection to the recent tensions in the high school involving race and did not allow me to make this connection with the students. Despite that, the students were very engaged in the discussion of her first-person account. The contrast in student interest between offering an interactive lesson with a first-person account versus a lecture and video with questions for response reinforced to me the importance of creating a learning environment that was authentic and engaging.

After completing a master's degree in secondary social science in August 1992, I began my career as a social studies teacher, substituting in a variety of middle school and high school social studies classrooms in Atlanta, Georgia while searching for a fulltime position. After five months, I applied for a position with the Close Up Foundation, sharing my experience doing a local Close Up program during the interview. I accepted a full time position with the organization in Washington, D.C. as an instructor and teacher trainer for their experiential

education programs. This work primarily involved working with middle school and high school students from all over the world, teaching them about U.S. History, U.S. Government and the rights and responsibilities of citizens in a democratic society. The job also supported yearlong teaching opportunities with D.C. public schools, where I taught civics, world geography, and service learning to middle school students in the neighborhood of Anacostia.

In January 1999 I moved to southwest Virginia where I accepted a social studies position teaching 9th grade World History, 11th grade U.S. History, and 12th grade Dual Enrollment Government. My 9th grade classes were part of a School Within a School (SWS) program designed to support students identified as at-risk of dropping out of high school because of their past academic performance. The challenges associated with the SWS program required me to learn new strategies for instruction that provided greater access to content for students who struggled with reading, writing, comprehension, and study skills. The school division began offering professional development in the Strategic Instruction Model™ (SIM™) Content Enhancement Routines, developed through the University of Kansas Center for Research on Learning. These evidence-based routines reconnected me with the world of special education that I was first introduced to as a graduate student. The SIM Content Enhancement Routines were initially intended to support students with disabilities, although research demonstrated that broader ranges of students were positively impacted by the routines when implemented with fidelity.

Special Education Identity

Part of my interest in disability comes from my own experiences with joint and muscle pain and other symptoms attributed to Antinuclear antibody-negative Systemic Lupus Erythematosus (ANA-negative SLE) and my oldest brother's undiagnosed emotional and

behavioral challenges that led to his suicide at 19 years of age. My personal experience with ANA-negative SLE began when I was 9 years old and resulted in missing multiple months of schooling each year between 4th and 9th grade, including my entire 7th grade year. While in college I was forced to reduce my load on multiple occasions during my freshman and sophomore years while trying to control my symptoms with the steroidal drug, plaquenil. I mention this aspect of my life because, a major criticism within the field of disability research is that some people who write about disability issues are people who have not experienced disability themselves and some of the most respected scholars in the field disclose their disability (Jones, 1996; Smith, 2001; Minarik, 2005). Despite my experience with ANA-negative SLE, I never represented myself as a person with a disability because I never had an Individualized Education Program (IEP) or 504 plan as a student in K-12 public schools and was not placed in “special” classes or experienced stigma associated with my physical challenges except for some peer bullying because of my weak physical condition. I recognize that I still speak within an ability discourse. However, my physical challenges spurred an interest in those who are marginalized because of their disability labels and gave me some understanding of what it means to be a person with a disability.

My experience teaching in special education began as a part-time tutor for students with learning disabilities and other health impairments at the Lab School of Washington in Washington, D.C. from 1994 through 1998. I served as a tutor during the school year for 3 to 5 students in elementary, middle, and high school and also worked two summers supporting social studies programs at the school. During this same time period when I was working full time with the Close Up Foundation, I was responsible for preparing our instructors to work with students needing special education services while on our educational programs. Close Up had a unique

program involving students from various state schools for the deaf visiting Washington, D.C. to learn about government, history and visit Gallaudet University. In order to prepare our instructors, I learned basic American Sign Language (ASL), worked with professional ASL interpreters, and gained appreciation for Deaf culture and the various advocacy movements that led to passage of the Americans with Disabilities Act and other legislation supporting disability rights. From these experiences as a tutor for students with disabilities and a trainer for the Close Up Deaf program weeks, I found an interest in special education and decided to take coursework for an endorsement in the field.

In January 1999 I moved to Radford, Virginia. I was a full time social studies teacher enrolled part-time in a special education licensure program at Radford University. During my second semester of coursework, I took J. Engelhard's EDSP 590, Cognitive Instruction. This course, along with my EDSP 545, Adaptive Strategies in Mathematics course, placed an emphasis on bridging the behaviorist and constructivist theoretical frameworks. We were introduced to Bandura's (1986) social cognitive theory, focusing on effective modeling and the importance of gaining attention and motivation in the learning process. As explained in Table 4.1, we outlined the behavioral and cognitive "instructional orientations" that align with special education instruction (J. Englehard, personal communication, May 19, 1999). The notes I took on this chart revealed how I began to explore how my own classroom instruction exhibited aspects of behavioral and cognitive instructional approaches. I wrote "SOL" with lines connecting the Standards of Learning (SOL) reference to "Demand Correct Answer" and "Concerned with Observables" along with "pre-test, post-test." I underlined "active 'apprentice learners'" and "collaborative activities" with the words "student centered" off to the side. Along this same theme, I also underlined "students can actively participate" and wrote "motivation" on

Table 4.1.

Cognitive Instruction Chart from EDSP 590

Behavioral	Cognitive
• Students are empty vessels to be filled with knowledge • Demand Correct Answer • Concerned with observables • Direct and explicit instruction is guided • Assessment before and after a lesson (pre-test, post-test) • External rewards to motivate	• Students are inherently active “apprentice learners” who benefit from participation in goal-oriented, collaborative activities • Mental strategies are modeled, demonstrated, and discussed • Demand effective thinking and self-monitoring • Concerned with representations of mental processes • Instruction is guided • Continuous assessment with teaching and assessing all at once • Teacher assumes students can actively participate and promotes internally motivated self-efficacy (a student believes her or she can succeed)

Adapted from: Reid, D. K. & Stone, A. (1991). Why is cognitive instruction effective? Underlying learning mechanisms. *Reading and Special Education*, 12(3). 8-19.

the side of the sheet. At the time I took this class I was finishing my first year as a teacher for a School within a School program (SWS) for at-risk learners, so thinking about how to engage this particular population of students was at the forefront.

EDSP 590 introduced me to Cognitive Process of Instruction (CPOI) and the Strategic Instruction Model (SIM) Content Enhancement series, which included Unit Organizer, Vocabulary LINCing, the Framing and Concept Mastery Routines. Cognitive Process of Instruction (CPOI) used behaviorist, information processing, and constructivist theories in its approach (Fulton, 1989; Ledoux & McHenry, 2004). CPOI followed steps familiar within direct instruction such as providing multiple examples, guided and independent practice, and assessment. However, students were also expected to identify and think about the critical

attributes of what they were studying, develop a conceptual understanding of the content, and apply what they learned to new or real world situations (2004). CPOI was the first explicit instructional strategy that informed my understanding that students with disabilities are capable of much higher level thinking than what I originally believed. SIM Content Enhancement is a methodology based on more than 30 years of research designed to help teachers guide students through learning (Bulgren, Sampson Graner, & Deshler, 2013). There are three major types of Content Enhancement routines (CERs), those for organizing content, those to enhance understanding, and finally routines that address recall of essential content. Each routine is designed to provide another way for students to access the content in a way that improves “learning, thinking and higher order reasoning” (p. 21). These CERs further validated my reshaped understanding of the academic capabilities of students with disabilities in my classroom. They demonstrated ways to differentiate instruction so that a larger group of students could learn the same content at the same academic level.

EDSP 590 modeled many practices that became a part of how I taught at the high school level. The course was well organized and used regular formative assessment techniques to ensure our understanding of the content being taught. I had never taken a college class that spent time at the beginning and end of each class reviewing content through short quizzes and activities that checked for understanding and did not impact grades. The short assessments given at the beginning of class were collected and those frequently missed responses were reviewed again during the next class. It was also the first course that confronted my personal biases regarding what students with disabilities could or could not do academically in a general education setting. I did not realize that I thought certain students with intellectual or learning disabilities could not complete more complex higher order thinking activities. The strategies learned in this class

challenged that belief, showing me ways to teach that help students perform above those perceived expectations placed on them because of special education labels. The course along with the introduction to SIM Content Enhancement encouraged me to pursue further professional development in learning how to use CERs in the classroom.

One required reading for the Cognitive Instruction course was a Fuchs and Fuchs (1994) article that ignited a personal desire to blend my background in social studies with my newly acquired background in special education. In the article, Fuchs and Fuchs stated that

Special education has big problems, not least of which is that it must redefine its relationship with general education. Now is the time to hear from inventive pragmatists, not extremists on the right or the left. Now is the time for leadership that recognizes the need for change; appreciates the importance of consensus building; looks at general education with a sense of what is possible; respects special education's traditions and values and the law that undergirds them; and seeks to strengthen the mainstream, as well as other educational options that can provide more intensive services, to enhance the learning and lives of all children (p.305).

This idea that the relationship between special education and general education needed to be redefined was one that I accepted as a personal challenge as an educator. Back in my social studies classes, I found myself implementing nearly all of the instructional strategies emphasized in the course, particularly the Framing and Concept Mastery Routines. I used Direct Instruction methods like CPOI to help struggling learners and students with disabilities read maps and primary source documents. The Framing Routine had an immediate positive impact on student grades in my SWS classes with the students using it as a way to organize their notes and study

for quizzes and tests. I also invited the special education teachers to co-plan and co-teach lessons, volunteering to be the first social studies teacher to try co-teaching in the school. Eventually my background in special education was put to use when I wrote and received a \$21,000 Learn and Serve America grant. The service learning project helped SWS students improve their academic performance in ninth grade World History and Algebra by teaching third grade students about world history and basic math concepts necessary for success in Algebra. The strategies used by the SWS students were ones I learned through my special education coursework at the university. I collaborated with one of my professors to develop activities and prepare the SWS students for their elementary school teaching experience. As a result of this grant and my university collaboration, I was hired in 2002 as an adjunct to teach adaptive strategies in mathematics for pre-service elementary and special education majors. Two years later I accepted a position at the university with the Training and Technical Assistance Center (T/TAC), a Virginia Department of Education (VDOE) grant-funded center charged with supporting improved outcomes for students with disabilities in Virginia public schools. I served as a coordinator and instructional coach on a number of state priority projects addressing secondary transition, instructional practices, and self-determination.

Social Studies and Special Education Collide

When I was hired in 2004 to work with the VDOE's T/TAC, my primary responsibilities were to provide long-term technical assistance to school divisions in the areas of transition services for youth with disabilities, best practices in instruction that promoted more inclusion for students with disabilities in the general education classroom, and a project called *I'm Determined* that focused on the development of self-determination skills for students with disabilities in Virginia schools. One way the technical assistance center provided support to schools was

through an electronic bulletin. During my four years serving as a coordinator I wrote a number of articles for the bulletin, but one had a particular impact on my future in education. I wrote a short informational article about citizenship education leading to self-determination for youth with disabilities (Minarik, 2005). I was asked to write this article because of my educational background in both social studies and special education. Citizenship skills were always a central theme in my social studies classes and I have a background working with civic education organizations that promote responsible citizenship. The article developed into a presentation that I gave at the 2005 Division on Career Development and Transition International conference in Albuquerque, New Mexico. That presentation was the first time I ever spoke publically about my own health challenges and how the combination of that experience and my social studies background led to my interest in self-determination.

In addition to writing about citizenship and self-determination, I served as one of the first project coordinators on the state directed *I'm Determined* project. Wehmeyer (2006) defined self-determination as “volitional actions that enable one to act as the primary causal agent in one’s life and to maintain or improve one’s quality of life” (p. 117). A person who is self-determined exercises the right to lead his or her own life. The concept of self-determination is becoming increasingly important for youth with disabilities seeking to live independently (Chambers et al., 2007; Wehmeyer & Field, 2007). When I had the opportunity to write about self-determination and citizenship, I noted that many of the skills identified in self-determined behavior, such as choice-making, decision-making, problem solving, goal setting, leadership, and advocacy, mirrored citizenship skills listed in social studies standards (Campbell & Oliver, 2013; Jones, 1996). These behaviors provided a connection to the citizenship practices emphasized within social studies curriculum. There is strong evidence suggesting that young people with

disabilities who exhibit skills associated with self-determination have better educational and post school outcomes than youth without self-determination skills (Stang, Carter, Lane, & Pierson, 2009; Wehmeyer & Field, 2007). Furthermore, many teachers are in agreement about the importance of emphasizing self-determination in elementary and middle school before students with disabilities really begin thinking about postsecondary life through transition planning (Stang, et al., 2009).

A primary self-determination skill is self-advocacy. Self-advocacy is the ability to promote who you are and what you believe. Some skills encouraged through self-advocacy include public speaking, leadership, teamwork, active listening, decision-making, communication, negotiation, compromise, and knowing legal and citizenship rights and responsibilities (Wehmeyer & Field, 2007). While serving on *I'm Determined*, I was fortunate to be the primary coordinator of an annual youth summit in Virginia that addressed self-determination for youth in middle school, high school, or early postsecondary life. Specifically, the summits were designed to emphasize self-advocacy skills and develop youth leaders within communities across the Commonwealth. It was another moment that allowed my background in social studies to connect with special education and disability

Entering the doctoral program also represented a merging point for my interests in social studies and special education. I was fortunate to find a professor who had a personal and professional interest in both fields, so this path was set early for me. Each of my doctoral courses moved me further down the path of examining intersections between social studies, special education, and disability studies topics. In 2007, I attended the National Council for the Social Studies (NCSS) conference in San Diego, California. My presentation addressing citizenship and self-determination for students with disabilities was the only session addressing exceptional

learners and I filled the room. The large attendance during my 2007 session prompted me to submit a proposal for the 2008 NCSS conference in Houston, Texas. The proposal addressed how to create effective inclusive and collaborative social studies classrooms. Initially, the proposal was not accepted, so I submitted a written request to the NCSS conference chair to reconsider either the decision regarding my session or ensure other sessions addressing disability topics were accepted. Within two weeks of my request, my session was included. I was one of only three disability topics in the 2008 program.

There was also one symposium on disability presented during the 2008 College and University Faculty Assembly (CUFA), the higher education affiliate group of NCSS that holds its annual conference in conjunction with the NCSS conference. The CUFA session discussed the limited scholarly research addressing social studies and special education and the authors shared their work on the subject (Lintner, Schweder, Passe, Dull, & McCoy, 2008). I was one of only a handful of participants in attendance, providing an opportunity to share my background with the presenters and exchange professional contact information. The CUFA session was a major turning point for me in my decision to study potential intersections between these two fields and it began to open professional opportunities to collaboratively write and present at the state and national level. My preliminary examination began this inquiry through development of a literature review manuscript examining intersections between, social studies, disability, and special education. The purpose was to explore the validity of claims made by scholars in the social studies field regarding the omission of special education and disability topics within social studies literature. The literature review also helped generate two manuscripts addressing the inclusive social studies classroom and how to effectively teach students with disabilities in this setting (Minarik & Hicks, 2011; Minarik & Lintner, 2011).

Teacher Education Identity

My first experience in teacher education began with an adjunct class, EDSP 445: Adaptive Strategies in Mathematics. This course was required of all undergraduate social education majors as well as elementary education majors who minored in special education. The class was also sometimes either co-listed or taught independently as a graduate level course for special education graduate students. I taught the class once or twice a year for approximately five years in an adjunct capacity. The course represented a gradual shift from the high school classroom into academia. It was also a paradigm shift, switching my identity from a student taking graduate courses in special education to the instructor of record, teaching undergraduate and graduate students about the very same topic I had only learned about a few years earlier.

These shifts are not uncommon, as many teacher educators do not begin their educational careers working in academia. Using Russell's (1997) work suggesting that new teacher educators first take a content turn, followed by a pedagogical turn in their development, Ritter (2010) explored how these developmental turns fell within his own experiences as a new teacher educator. The content turn involves moving from simply knowing the content, to knowing it in such a way that the teacher is able to help others understand what is being learned. The pedagogical turn involves teachers thinking more about how they teach rather than the information being taught (Russell, 1997). The purpose for this exploration was to better understand the process of going from social studies teacher to teacher educator (Ritter, 2010). Similarly, I recognized that mapping out my experiences moving from secondary social studies teacher to teacher educator would help me better understand my development of who I am as a teacher educator today.

In August 2008, I began my role as a full time faculty member in the School of Teacher Education and Leadership (STEL). A couple years before my arrival, the departments of Special Education and Educational Studies merged into the School of Teacher Education and Leadership (STEL). In an effort to support better collaboration between general education and special education, small teaching models were piloted during the 2006-2007 academic year. Students in elementary and special education were co-placed and were encouraged to co-plan and co-teach. The university supervisors also worked together within coursework and the placements to create a more collaborative environment. When I arrived in STEL, my special education colleagues wrote and received a large 325T grant, Merging Expertise for Results in General Education (MERGE), designed to foster greater collaboration between general education and special education (Altieri, Colley, & Daniel, 2008; Altieri et al., 2012). These events created an opening for my background in both general education and special education to serve as a way to expand opportunities for collaboration beyond the relationship already developed between elementary and special education. In addition to my background in both fields, I was the only person within special education with multiple years of secondary teaching experience.

Introduction to Special Education for Secondary Educators

Prior to the 2004-2005 school year, all students seeking education licensure took the same introductory current trends in the education of exceptional individuals (EDSP 361) course. Our director during this period, A. Anderson, noted there was some tension within the various education departments over having one course addressing the needs of students seeking licensure in elementary, middle, and secondary education (A. Anderson, personal communication, September 29, 2011). This tension was part of a larger conflict within the school between faculty in special education and general education about inclusive education and teacher preparation (A.

Anderson, personal communication, September 29, 2011). These tensions are not uncommon in teacher preparation programs at universities, as these programs tend to mirror the same issues that exist within K-12 settings (Pugach, 2005). Based on a request from R. Kolenbrander, the secondary social studies program area leader, a new introduction to special education course (EDSP 362) was developed beginning in 2005-2006 for students studying to become secondary teachers. Kolenbrander and others in secondary teacher education raised concerns that the topics raised in EDSP 361 were too elementary focused and that elementary education and special education majors dominated the student rolls, making it difficult for special education instructors to address the needs of the secondary education student majors (R. Kolenbrander, personal communication, September 2, 2011). Then during the 2005-2006 academic year, the departments of Special Education and Educational Studies merged to become one unified School of Teacher Education and Leadership. This was an important moment in the school because the departments talked about how they could collaborate more since special education and general education shared many of the same teacher candidates in coursework and frequently supervised interns in the same schools (Altieri et al., 2008).

In 2007-2008 the course title was changed to EDSP 404, Introduction to Special Education for Secondary Educators and it was divided into a section for secondary social studies and another section for the English, Math, and Science secondary licensure options. I took over teaching both sections of EDSP 404 in Fall 2008 when I was hired full time as an instructor. The hope was that my combined background in special education and secondary social studies would bring needed changes to a curriculum still using a text with a significant elementary focus (R. Kolenbrander, personal communication, September 2, 2011). Also, there was a push to examine ways for social studies and special education student teachers to co-teach as part the federal

325T MERGE grant that started Fall 2008 (Altieri et al., 2012). EDSP 404 met the state requirements for an introductory level special education class on legal processes and characteristics. The course also provided a wealth of strategies for supporting students with disabilities in general education classrooms with an emphasis on collaboration with special educators and paraprofessionals (Altieri et al., 2008). These included content area enhancement strategies, universal design for learning (UDL), differentiated lesson planning, co-teaching, and classroom management.

The MERGE grant opened opportunities to collaborate with social studies beyond the introductory course. I was asked to come into the social studies methods class the following semester to provide planning support to help the student teachers incorporate the strategies they learned in my course into their first unit of study in the field. For a few students, we set up opportunities for social studies student teachers to co-plan and co-teach with graduate students in special education. These collaborative opportunities allowed me to keep abreast of both fields even though my program area home was special education.

Conclusion

Chapter 4 began with the question “Who am I?” with the intent of establishing the exploration of my development as a professional educator. I shared the personal and professional identities within the fields of social studies education, special education, and teacher education that shaped my development. Self-study researchers often reveal the path taken to the particular point being studied as a way to reveal how early experiences shape beliefs and actions in the future (Richardson, 1996). As noted by Rodgers and Scott (2015), a variety of factors influence our identities and it is incumbent upon educators to better understand their identities through an examination of the multiple contexts and the personal relationships and emotions shaping

changing, and reconstructing who we are.

Within this chapter I revealed aspects of all four underlying factors that helped shape my identities. I provided multiple contexts, sharing personal experiences within my life, like my family and personal health. I looked at my own schooling at the secondary and college level, explored the employment opportunities I experienced, and revealed the context of EDSP 404, the course that is central to my self-study research. I offered a glimpse into relationships I developed and emotional experiences that guided future decisions about my career. Breaking my identities into the social studies educator, special educator, and teacher educator provided a demonstration of the fluidity of my identities as I switched from one to the next or when I experienced overlap in my life. Finally, I shared specific stories that demonstrated the “construction and reconstruction” of my identities, opening a more personal lens into my experience (Rodgers & Scott, 2015, p. 733). Now I turn to a deeper examination of my research question asking, “How do I act to facilitate prospective secondary social studies teachers' understanding about disability and teaching students with disabilities?”

CHAPTER 5:

EXAMINING MY PRACTICE THROUGH PROFESSIONAL WORKING THEORY

In the previous chapter, I shared the personal and professional identities within the fields of social studies education, special education, and teacher education that shaped my development as a professional educator. In addition, I explored the historical development of the course central to my self-study. The exploration completed in Chapter 4 is a critical part of PWT in that it started the process of revealing the ethics (Why I do) impacting my work as an educator. It also provided early glimpses of my practice (What I do) and how I looked at theory as I developed as an educator (How I understand). As I examine my practice it is important that I remain mindful of those experiences that have shaped my professional identity up to this point in my career and continue to ask, “How do my ethics, values, and identities impact my work and shape who I am as an educator?” In this chapter I share my findings through the three categories outlined in PWT with the understanding that practice, theory, and ethics intermingle. The categories of practice, theory, and ethics provide a critical lens into EDSP 404 and what I do as an educator to shape the perceptions about disability and special education for my students.

This self-study created an opportunity for me to become a scholar of my own practice through the application of Dalmau and Guðjónsdóttir’s (2002) Professional Working Theory to critically reflect within (a) Practice—What is happening in my professional practice? (b) Theory—How does theory and empirical research impact what I do, and (c) Ethics—How do my values and identities impact my work? The purpose of such framework is to create a comprehensive analytical process that highlights and develops professional identity, expands professional knowledge, and reveals innovative methods related to practice. The codes and themes revealed through my data appeared within and across these three reflective sections. In

this chapter I provide thematic vignettes that appeared within my course design and instructional practices, examining how specific class activities and major course assignments addressed my facilitation of perceptions regarding special education and disability. It was important to consider those themes that most directly addressed actions that addressed understanding of disability and teaching students with disabilities. Also, I needed to consider those themes where I could make an immediate impact on my practice when I teach the course again. For each major theme that arose during my self-study, I designed tables to breakdown the analysis into practice, theory, and ethics. Table 5.1 addresses how codes and categories within the theme “designing and structuring of the course”.

Theme 1: Designing and Structuring the Course

Bain (2004) noted that the best college teachers pay particular attention to preparation for teaching, methods for teaching, and the expectations, treatment, and evaluation of students. These best practices assisted in the process of recognizing themes with the most potential to have an immediate positive impact to my own practice, while also considering how others studying my research might be able to relate my experience to their own practice. The development of visual organizers, creation of course questions aligned to objectives, and curriculum mapping of course content were immediately evident in my preparation practices. I used evidence-based planning tools to support course development. The organization mirrored best practice within special education and followed what I did as a social studies teacher, including alignment of my work to curriculum standards. This process of preparation for teaching turned into the theme *designing and structuring the course* shared in Table 5.1. To understand how I facilitate student understanding of disability and special education within EDSP 404, it was necessary to first examine the design and structure of the course itself and how it informed my practice.

Table 5.1.

Theme: Designing and Structuring the Course

How do I facilitate prospective social studies teachers' understanding about disability and teaching students with disabilities?		
	Codes	Categories
Practice What is happening in my professional practice?	• Designing a course organizer • Shaping essential questions • Creating and sharing weekly plans and advance organizers • Developing curriculum maps	• Visually mapping the course to guide instructional planning • Aligning course objectives to essential questions, methods of instruction, resources, and assessment measures
Theory How does theory and empirical research impact what I do?	• Using Content Enhancement Routines • Applying: UbD; SMARTER planning; mapping; and UDL • Applying standards	• Supporting powerful teaching and learning • Beginning with the end in mind • Aligning course to standards required for licensure and accreditation
Ethics How do my values and identities impact my work?	• Applying practices I used in the secondary social studies classroom • Special education focus on providing routine and structure to the course	• Creating an instructional environment that provides the principles of UDL

The Practice of Designing and Structuring the Course

My planning process prior to the beginning of the semester involved the Covey habit, “begin with the end in mind” a phrase also aligned with Wiggins and McTighe’s Understanding by Design (UbD) planning process and SMARTER planning, a tool developed by the University

of Kansas Center for Research on Learning (Covey, 2004, p. 95; Lenz, Bulgren, Kissam, & Taymans, 2004; Wiggins & McTighe, 2005). Effective college teachers begin the preparation process “with questions about student learning objectives rather than about what the teacher will do” modeling a “richer line of inquiry” for class design (Bain, 2004, p. 17). One of my early journal entries reflected how I was following this process as I began course preparations.

This semester marks the second time I have begun planning with developing course and unit questions and then mapping out each lesson using the unit map structure on the unit organizer. I use the objectives to develop the questions I want to cover in class and the bigger questions that cover the semester. I hope to develop these questions and maps for every lesson. I don’t teach the students the course organizer but decided it would be a good addition to set up 404 when we meet for the first time. Also, I can share broader course questions instead of going through all of the objectives (personal reflection, August 22, 2011).

The journal entry referenced two devices I used, the Course Organizer Routine (Appendix A) and Unit map and self-test question sections of the Unit Organizer Routine (Lenz, et al., 1994; Lenz, et al., 1998). These two visual devices map course content and essential questions related to the content. The unit maps and questions I developed served as visual advance organizers (Appendix A) that I either placed on the whiteboard or in a PowerPoint as a guide to introduce the lesson and as a review tool for use at the end of each class.

I followed the SMARTER mnemonic to support the development of these organizing devices. This mnemonic requires teachers to complete the following steps: (a) Shape essential questions; (b) Map critical content; (c) Analyze the learning difficulties; (d) Reach enhancement decisions; (e) Teach strategically; (f) Evaluate mastery; and (g) Revisit outcomes (Lenz et al.,

2004). As I moved into the steps of analyzing potential learning difficulties, reaching enhancement decisions, and teaching strategically, my goal was to make a more concerted effort to implement Universal Design for Learning (UDL), a proactive approach for developing multiple ways for students to access the content in a course (CAST, 2011). When using UDL during unit and lesson development, the teacher considers potential barriers in course design and instructional delivery and addresses these barriers before students are even enrolled in the class. Barriers are reduced by providing multiple formats for representing content, allowing students to demonstrate their knowledge and understanding of the content in multiple ways, and engaging students through multiple learning activities that scaffold the learning process and connect the content to the lives of students (CAST, 2011; Minarik & Lintner, 2011). This interest in implementing more UDL in my instructional practices was noted in my personal journal.

I want to use universal design more this semester. I have the chart Glenna and Tammy created and put it into the lesson plan format for the projects this semester, but I have not really looked at making my class fit better with UDL.

This is something that I want to do with at least one project and also begin to look at how my lessons use UDL. I will use the UDL box to check my lessons and hopefully do this for every lesson (personal reflection, August 22, 2011).

Although I spent considerable time during the semester teaching my students about using the Unit Organizer and creating lessons that incorporate UDL principles, there was no evidence in my personal journal, the class blog, or in lesson plans that I ever shared my own practice of planning with my students.

After the semester ended, I completed three student interviews as part of my data collection. Two of the interviews compelled me to reexamine how I shared my own planning

with my students. During one of the interviews, the student commented that she felt “least prepared” with making content more organized and accessible for her students, stating “I feel like I still need more experience actually planning and actually doing it to really get it” (participant interview 3, December 12, 2011). In another interview, the student said “I do have a grasp of using the organizers and strategies for students with disabilities, but I would have liked to have seen more or done something where I could have seen how they work” (participant interview 1, December 12, 2011). I noted soon after these interviews that the tools I use for planning my own instruction were the same as those I taught my students, but I missed addressing a potentially beneficial opportunity to share my own experiences with course development.

While transcribing the interviews, I realized that the students may not have considered the planning and instruction that I did for our class as a model of what I taught them to do to with content enhancement to make their classes more inclusive. I need to look closely at my lessons, notes, and class blog postings to see if I made an effort at any point to make this connection. Also, there was an interest in actually using the devices more with students. I gave them two opportunities to do this, with the classroom inquiry project and with a volunteer assignment teaching about Helen Keller at DMS (personal reflection, December 15, 2011).

The course syllabus and learning objectives (Appendix B), Course and Advance Organizers, and weekly lesson plans (Appendix C) provided insight regarding the content focus and the emphasis I placed on various topics. To better understand alignment and coverage of course objectives, I developed a curriculum map (Appendix D) that identified course objectives

and their alignment to essential questions, methods of instruction, resources, and assessment measures. I also completed a curriculum map frequency chart (Appendix E) aligned to my course calendar and weekly plans showing the weeks in which students received instruction on each course objective. These curriculum-mapping tools were part of a larger initiative within the special education program area to explore potential gaps addressing in licensure requirements in the required special education coursework. The department began curriculum mapping the core courses in our special education licensure program to ensure we addressed the required goals for accreditation and that any overlap was necessary to support student understanding as part of the special education licensure program. This curriculum mapping initiative developed from the Merging Expertise for Results in General Education (MERGE) grant within our school. I decided to practice mapping with EDSP 404 first before I mapped one of my other courses that were part of the special education licensure requirements. Here I describe the process I planned to take with mapping:

I am mapping my curriculum this semester as part [of] MERGE and training we received from [name removed], a former RU professor. I'm not sure how [this] will fit into my self-study other than to indicate the frequency I've addressed course goals and with what assignments and major activities. I have been unable to talk with my colleagues who are also doing curriculum mapping with their coursework to gauge if I am doing it correctly. I feel like I've already done a type of mapping though with the course organizer and the advance organizers and so I'm using those to guide me along with the syllabus and then I can maybe see what others are doing (personal reflection, September 8, 2011).

I used the course syllabus, the Course Organizer, and each of the advance organizer maps to fill out the information in both the curriculum map and the curriculum map frequency chart, completing the process about midway through the semester. As I mapped out the curriculum, it guided me in redesigning my lessons for each class.

I used the mapping I did for 404 to create my questions, lessons, and update/create new organizers for each class. Unlike my experience with mapping as a high school teacher, I'm actually using these maps to help plan my instruction. I'm hoping to stay at least two weeks ahead on lesson planning and have everything aligned and created by the end of the semester (personal reflection, September 19, 2011).

After reading through early personal reflections about planning, it was clear my plan was to develop these maps for every class, but I ended up only completing eight new maps, and as the semester progressed time constraints made a deeper examination of my content difficult and I deferred to a more traditional agenda outline at the beginning of class aligned to course objectives with no essential questions. I also relied on lessons from the previous year without reexamining them with my new goals for UDL in mind. This was noted in my personal journal as I considered when I would be able to teach a lesson on classroom management late in the semester.

I've been running out of time and feeling less organized with each lesson. The mini-lessons that my students lead sometimes go too long and I've been reluctant to cut them too much because the class is engaged in the disability topics. I actually cause some of the delays because I make comments and ask questions within the topic. I'm concerned that I'm running out of time to adequately address

topics like classroom management. I mapped out including classroom management in my last three classes and did the same on the syllabus schedule. I hoped to create advance organizers and questions to guide every lesson and develop lessons with UDL in mind, but I've not done a good job of keeping up with these goals (personal reflection, October 31, 2011).

Three days later in my class blog I made comments about poor scheduling and not properly anticipating the amount of time needed to address planned topics.

Unfortunately this is one of those weeks where I poorly scheduled two mini-lessons based on my schedule from last year. As a result, I ran out of time with the Makes Sense Strategies introduction and also had a problem with a PowerPoint loading further killing time at the end of class (class blog, November 3, 2011).

This moment revealed the challenge of consciously creating an entire course that follows principles of SMARTER planning and UDL. I struggled with wanting to make a course that completely followed these planning principles the first time around and fell short of my own expectations. As I came down to the last two classes of the semester it was apparent that my breakdown in planning limited the content I hoped to address in some topics.

Through teaching the course and analyzing the organizers and curriculum maps, I also noticed two questions identified on the curriculum map that were not listed on the course syllabus and course organizer. I began development of the curriculum maps during the summer of 2011, but most of the content was added early fall semester after development of the Course Organizer and syllabus. The syllabus listed the topic of historical and legal foundations of special education on the course calendar, but there was no specific course question on the syllabus or

Course Organizer connecting the topic to the course goals. I left out the question, “How does federal and state legislation address the rights and needs of students with disabilities?” Likewise, I also omitted a course question directly related to the course objective requiring students to define and list the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. This omission became apparent when I began to examine what might cause student comments to reflect the perception that limited information was provided about disability characteristics during the semester. The course question on the curriculum map asked, “How can knowledge of disability labels and associated differential characteristics benefit a classroom teacher?”

These omissions revealed the value of the curriculum mapping process, as it provided a way to recognize potential alignment oversights not visible while developing a syllabus and lesson plans. The course questions serve as guides to help teachers and students create “big picture” meaning to both the learning and teaching process (Bulgren, Deshler, & Lenz, 2007; Lam & Tsui, 2013). Using course questions also aligns well with Brophy and Alleman’s (2008) notion of powerful teaching in social studies where the teacher organizes content into larger big ideas or concepts and makes connections to student background knowledge. Leaving out one or more of these questions results in lessons that may cover the intended content but do not actively make connections between common themes. For example, all of the major disability categories listed in IDEA were addressed during the semester primarily through disability category mini-lessons led by my students so defining and listing the differential characteristics of those disabilities occurred in those lessons. However, there was no course question that I continually used to help categorize and make connections between the disability categories we learned about through the mini-lesson projects. There was no evidence in my own lesson planning or blog

posts that I made attempts to connect common themes and big ideas between the mini-lesson disability topics. Finally, the mini-lesson directions did not ask the students to make these connections. The mapping process diagrammed a potential gap in my instruction and my lesson plans, class blogs, and project descriptions strengthened the argument that the perceived lack of depth noted in student comments was a valid concern.

Theory and Ethics Underlying Course Design and Structure

Before developing the syllabus for EDSP 404, I constructed a Course Organizer and multiple Unit Organizer maps to outline the course content and develop essential questions aligned to the official syllabus objectives (Lenz et al., 1994; Lenz, Schumaker, Deshler, & Bulgren, 1998). The unit maps and associated questions were then used as advance organizers for the beginning of each lesson. The Course Organizer is part of the SIM Content Enhancement Series and it is an organizational tool that helps teachers map the course into big picture themes by identifying essential course questions and concepts addressed within the course (Lenz, et al., 1998; Bulgren, Deshler, & Lenz, 2007). Teachers also map out the major units of study and identify the major teaching strategies and methods for assessing understanding. A section is also provided where the teacher and students can determine classroom expectations for behavior. Finally, a place is provided where students keep track of grades. Developing the Course Organizer allowed me to better understand the approved official syllabus that contained the course objectives aligned to the Specialty Professional Organization (SPA) standards required by the Council for Exceptional Children, in addition to state standards for accreditation and licensure. It allowed me to align these approved standards to essential course questions.

Prior to my examination of these tools that I use in my course, I paid little attention to how they align with characteristics considered essential to implementing effective social

constructivist approaches to teaching (Nuthall, 2002; Brophy, 2006). Students are presented course questions that require knowledge construction over time. The unit questions used within each advance organizer serve to scaffold students' thinking, breaking down the larger course questions into smaller manageable parts for discussion and development. These narrower questions assist in developing an "activity framework" allowing the teacher to develop teaching activities that help respond to the questions and form a logical path for learning (Brophy, 2006, p. 533). As an example, both SMARTER planning and Understanding by Design (UbD) require teachers to consider essential questions and themes for a course before organizing content and planning instruction. The exercise of shaping the essential questions and mapping the critical content resulted in eight questions aligned to the course objectives. These questions were: (a) Why do general education teachers need a background in special education? (b) How can a student's disability affect performance in your class? (c) Why is it important to understand the concept of disability? (d) How does special education benefit students, teachers, and others? (e) What conditions promote effective inclusive education? (f) What is the general educator's role in special education processes? (g) How can teachers promote successful outcomes in secondary education courses for students with disabilities? (h) How can secondary level content be made more easily understood and remembered by all students? Similarly, unit questions were developed to break down the major aspects of the course questions into smaller parts to address in weekly lessons. Each organizer served as a pacing guide for the content addressed in one or two 3-hour class sessions (Tollefson & Graving-Reyes, 2007). For instance, the third course question asked, "Why is it important to understand the concept of disability?" The unit questions then provide a supporting role to help answer the course question. The unit questions for this course question asked, (a) How has history shaped the concept of disability? (b) How do we

perceive disability? (c) Why should we examine language when talking about disability? (d) What can we do as educators to address attitudes and perceptions about disability? and (e) How is disability portrayed in film and other forms of media? Shaping these essential questions opens an opportunity to move the course objectives from simply a list in the syllabus read by the students once at the beginning of the semester to a series of questions that ask students to make meaning of the objectives as the semester progresses. The questions align to lesson activities, creating an opportunity for rich discussion aligned to the objectives of the course.

I also never asked myself why I chose to use these planning devices. I used the course and unit organizers as a social studies teacher and I valued how they organized my instruction. In those classes where my students were identified as struggling learners I found that the organizers supported student understanding of what was last taught, what I was currently teaching, and what my plan was for future instruction. SMARTER planning and UbD became part of my lexicon through my experience within the field of special education as I transitioned into my role with the Training and Technical Assistance Center. I provided professional development to school divisions using these planning methods along with the Course and Unit organizers. When I became a full time teacher educator, UDL was an important concept that crossed all of our teacher preparation programs. Curriculum mapping was a tool I experienced at various stages of my career in education. All of these approaches became a relevant part of my practice through an active process of learning about each planning approach, implementing the approach, and experiencing success over time.

Another issue that arose through analysis of my course design involved alignment with standards and practices other than those expected for special education teacher preparation. The course did not align in any way to social studies teacher preparation standards, only those

standards related to the Council for Exceptional Children and state requirements for initial licensure. The purpose of EDSP 404 was to design a course that related to the needs of future content area teachers at the secondary level. In the case of the course section involved in my study, the course needed to address the needs of future social studies teachers. The challenge with adding secondary specific SPA standards to the official course syllabus was that EDSP 404 is intended for all secondary teacher education majors in the core subject areas of math, science, English, and social studies. However, this does not preclude someone from adding content area specific standards to the course syllabus provided to students or adding standards as objectives for lessons.

Unfortunately this was an omission on my part not making these connections in my pedagogical practices. There was no evidence that I attempted to frame any of the lesson topics within the context of the mission or position statements of social studies education. Likewise, I never explicitly aligned my instruction with positions within social studies literature such as powerful and wise social studies practice or ambitious teaching and learning. This is not to say that a person could infer alignment with these social studies statements and positions in my planning and teaching, but there was no attempt to make this alignment explicit or help my students make these connections.

This section provided a snapshot of my planning process and how practice, theory, and ethics helped shape my process for developing a class that prepared my students to better understand special education and their role as social studies teachers. Samaras et al (2007, p. 467) aptly used the phrase “building a plane while flying it” to describe the experience of self-study, and examining my course development and planning provided a lens into my building process as I taught the course. The “what” that I do to prepare for a course was evident to me

from the moment that I began the study. However, I had not considered the theory behind my practice or the personal values I hold as an educator with a diverse background in multiple fields. It is my goal to share and model with students those practices that are shown to be effective in planning for instruction. However, modeling practices without revealing how research informs practice, or sharing why I personally believe in or choose particular planning strategies does little to convince my students that the design tools I use are applicable in their classrooms.

Theme 2: Unlearning Perceptions of Disability and Special Education

The theme of *unlearning perceptions of disability and special education* became apparent throughout my course, both in my early instruction and in three projects I required of my students: (a) Images of Disability in Film, (b) Disability Categories Mini-lessons, and (c) Classroom-Student Inquiry project. The lessons and projects contained components designed to have students examine their assumptions about disability and special education, exploring how disability is portrayed and shaped in schools and society. Altieri (1998) noted that pre-service teachers often bring in devalued images of disability because of societal perceptions of difference based on appearance, intellect, and social skills, and emphasized the importance of preventing these images from carrying over into the classroom. Similarly, Wolfensberger's (1972, 1998) theory of Social Role Valorization (SRV) addressed how society labels people seen as profoundly different, and how those labels devalue people. Similar to the medical model of disability, Wolfensberger's devalued roles focused on deficits and differences. Devalued images of disability produce negative attitudes, stigmas, bullying, and low expectations from peers and adults resulting in barriers to success in school, and limited social capital within society (Donaldson, Helmstetter, Donaldson, & West, 1994; Hartley, Bauman, Nixon, & Davis, 2015; Trainor, 2008). Within this section, I explore how my professional practice addressing these

negative perceptions. Table 5.2 provides an explanation of the most frequent codes that appeared within this theme and how the codes aligned with practice, theory, and ethics within PWT.

Table 5.2.

Theme: Unlearning Perceptions of Disability and Special Education

How do I facilitate prospective social studies teachers' understanding about disability and teaching students with disabilities?		
	Codes	Categories
Practice		
What is happening in my professional practice?	• Exploring images • Sharing perspectives of disability • Examining language • Addressing disability categories • Examining history; law; court cases • Sharing personal accounts	• Addressing perceptions in class lessons • Addressing perceptions in class projects
Theory		
How does theory and empirical research impact what I do?	• Medical model • Social model • Devalued images • Challenging stereotypes	• Sharing models • Applying Social Role Valorization (SRV)
Ethics		
How do my values and identities impact my work?	• Sharing historical and legal foundations • Sharing perspectives of disability • Addressing language of disability	• Valuing the historical and legal foundations of people with disabilities • Learning from people with disabilities

Addressing Perceptions Through Language in Class Lessons

My attempts to unpack the notion of devalued images of disability began early in the course through three primary course objectives in the syllabus addressed within the first four weeks of class. The syllabus objectives asked students to:

- Understand disability in new ways, with an emphasis on the perspectives of ability awareness and focusing on the person, not the disability.
- Gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools.
- Demonstrate knowledge of the historical perspectives, models, theories, and philosophies that provide the basis for special education.

These objectives introduced students to the essential knowledge addressing the historical and conceptual background of disability and special education and then considered how this knowledge informed their understanding of disability. The objectives also emphasized the “ethics” of my professional work, sharing my personal interest and advocacy for the history of people with disabilities, understanding the changing perspectives of disability, and believing that the focus of educators should be on the strengths of the person, not labels and appearances.

During the first week of class I asked the students to answer some questions to assess their prior knowledge of vocabulary and concepts related to disability and special education. Students entered class and shared on post-it notes what they expected to learn in the course. Students also completed a questionnaire to help me better understand their current knowledge base of special education and disability. The questionnaire asked students to define terms such as disability, special education, inclusion and self-determination. Students were also asked to share

what they looked forward to most about teaching students with disabilities and what concerns they had about having students with disabilities in the classroom.

The first task I had the students complete was answering two questions: (a) Why are you in this class? and (b) What would you like to learn? I use these questions to get a sense for how the students perceive special education, the language they use to describe disability, and to guide my instruction as the semester progresses.

The general response to the first question was a desire to learn how to include students with disabilities in their classrooms and challenge them academically. A few students disclosed their own disabilities and shared their own experiences.

They wanted to know how to work with students who have specific disabilities and they wanted to learn specific strategies. For instance, one student wanted to know how to keep a student with ADHD focused on the lesson because she personally had ADHD (attention type) and experienced good teachers and bad teachers in high school. She said she could not pinpoint what made the good teachers so good though (class blog, September 1, 2011).

Activating prior knowledge is a strategy I learned in my own teacher preparation program and I valued its importance as a classroom teacher to inform my lesson planning and instructional practices. However, I never considered why I do this in my own lessons until I shared with my students why I check prior knowledge in the class blog. The blog post revealed the purpose of my first lesson activity, but it did not make a theoretical or empirical case for the activity. Prior knowledge plays an important role in student understanding of newly introduced content and when this knowledge conflicts with the new information, it can be difficult for students to move beyond conceptual misconceptions and inaccuracies (Rosenshine, 1986; 2012).

The first day introductory activities created an opportunity to better understand how students in my class talked about disability and special education and one student was curious about what I learned from the responses students made during the activities.

After reading your blog, I have a couple questions/comments. Let me preface by saying that I agree that this is an open classroom where we can definitely disclose personal information, I feel as if, we, as a cohort, are well suited to study, learn, and teach with one another. What has the language that we have used told you about us (class blog, September 1, 2011)?

I responded to the student revealing my personal perspective regarding the use of language, including my support for placing the person first, not the disability in our discourse. This was an attempt to share what I hoped to accomplish by hearing the language used in our classroom.

I think the language used on the first day is consistent with what we see in the media and what would be heard outside of the disability or special education communities. Many people still use terms such as handicapped, mentally retarded, wheelchair bound, and confined to a wheelchair, although the disability community has an active campaign to change this language. The media still does not use person-first language even though many in the disability community prefer it and the writing style guides such as APA are now requiring it. I try to be careful not to make assumptions about people based on the language they use to describe people with disabilities. I find creating a dialogue with individuals to discuss the terminology is more productive and educational (class blog, September 8, 2011).

This discussion of language happened again in subsequent class lessons when I addressed it more directly in activities. During the second class I made the following observation about the words we use and our discussion of person-first language.

I think the "words" discussions are experiencing the least "buy-in" at the moment. Person-first language seems to be viewed as politically correct by some of the students. As social studies educators I have come to expect them to question the motivation for these changes in the words. They should question this, but my hope is they will see it as less about political correctness and more about human dignity and how others want to be seen and treated. Most often the changes in the language of disability are a result of people with disabilities taking charge of the language themselves and advocating for the changes. People with disabilities did not create most of the earlier labels and this is important to understand. It would probably be a good thing for me to bring in some historical perspective about how other terms have changed over the decades and how the meanings of particular words have changed. Terms associated with race would be an interesting comparison. I will continue to revisit these discussions about language throughout the semester (class blog, September 9, 2011).

My blog post suggested having students explore the historical evolution of disability language. However, one student responded to my blog with an additional recommendation for how to address the language used to describe people with disabilities.

I haven't read (on my own or in any class I've ever taken), or been presented with, any literature suggesting that those that are advocating for the changes in language are actually the ones whom we are discussing. The video discussing

Tropic Thunder and the protests surrounding the movie kind of exemplifies this. While there are “invisible” disabilities, on the surface it seemed as if the ones that were protesting the “R” word were ones that were not directly affected by the use of the term. This is probably a little judgmental, but I’m sure I’m not the only one in the class that had the same thought. Therefore, I definitely think that for me to “buy-in” to the language I definitely want to see literature, video, etc. from someone (or a group of people) who actually has/have a disability advocating for the change in the terminology. I also completely agree with you in that it would be a great thing to bring in historical perspective, historical meanings, etc. to help us in the “buy-in” (class blog, September 12, 2011).

Another post showed concern about the use of potentially offensive words and also questioned the origin of who advocates for changes in language.

The conversation about language is one that I was hoping to have. I am definitely questioning the use of various words and advocating for changing the words that we use. Let me preface by stating that I believe that many of the terms "we" use in daily language are offensive, in the world of the language surrounding disability, I don't know why. For all that I know (as I have not done any personal research) is that the changes in language are advocated by professors, advocates, and those that are interested in creating political and social change. Importantly, initial assumptions regarding language (at least in my book) leave out those whom we are describing (class blog, September 9, 2011).

These posts revealed potential suggestions for strengthening my practice when addressing the topic of how language is used to describe disability. The posts also made me rethink my

approach discussing language and reveal a personal struggle I have with teaching about language used to describe people with disabilities. My background in nonpartisan civic education is one part of my teaching identity that I value and try to follow in my classes. I support it through the development of activities that create opportunities for students to investigate a challenging topic with me serving as a facilitator rather than me promoting a particular point of view.

Person-first language is a particularly sticky topic because it is strongly advocated within the field of special education and my own colleagues advocate for its use. In addition, it is the required format identified within the Publication Manual of the American Psychological Association (APA). Our school requires students in education courses to follow APA style in all formal writing assignments. However, others may see person-first language as politically correct and those within the field of disability studies and many disabled advocates argue for the use of identity first language. My own blog posts revealed a potential bias toward person-first language by using terms like “buy in” and “human dignity” in my description of the topic. The field notes from the participant observation of this class revealed a different perspective of how I handled the “Words” discussion. It was noted that I prefaced any personal opinions about language with an “in my view” comment. The observer counted four different occasions in one class where I made sure students understood I was sharing a personal view (participant observation, September 8, 2011). During the third class the discussion expanded to address the word “retard” and how it is casually used in conversation by the student’s generation. The participant observer during this class quoted me saying to the students, “I am not telling you to ban the word. I think we have an opportunity to talk about the word. As social studies teachers, I think we need to not shy away from these challenging conversations” (participant observation, September 15, 2011)

Through email communication following the third class, I continued the discussion about language. The words, “able-bodied,” “suffering,” “overcoming” “handicapped,” and “wheelchair bound” were used by students at different points of our class discussion and I wanted to share some thoughts about those descriptors.

Able-bodied” was a term I used to show how scholars in disability studies literature reverse the labeling and take a jab at people without disabilities (or the non-disabled) for what is described as “ableism” in society. It wasn’t my intention for you all to use it as a generally preferred way to describe the nondisabled or people without disabilities. As discussed in class, the social model suggests that people without disabilities create an environment that disables others because the nondisabled see the world through their “able-bodied” lens. The YouTube video “Talk” that we watched used “able-bodied” to describe the individual without a disability because people with disabilities were the norm in that society. Likewise, in the H.G. Wells short story we listened to, the one person who could see was described as disabled in the country of the blind. “Suffer” is an interesting term that I heard with some frequency today. Now, I’m aware that much of that terminology came from the movie descriptions. Think about the characters we learned about today. Were they suffering because of their disabilities? There might have been moments when they struggled (just like we all have), but they don’t necessarily “suffer” from the disability. You will hear this language used frequently and it reveals a form of pity that is a natural reason we have. You can’t do something the way I do it so you must be suffering. We are thinking, it must suck to not see your surroundings and the beauty...and in conversation this

becomes "suffering from blindness" when we talk about someone without vision. Remember "The Country of the Blind" exercise when thinking about this term. You could have a disability yourself and still think this way about another disability label! I welcome more discussion on these words and others we encounter this semester. Please remember, I work in the field and still struggle through the language! Again, my hope is this class will encourage you to seek dialogue with others about disability, rather than make you avoid the discussions. I don't want us to become hypersensitive to the language, just aware of it's [sic] history and interpretations (class blog, September 22, 2011).

An important point within this email communication was my revelation that I continued to struggle with language associated with disability despite my background in special education. I wanted my students to understand that I value people with disabilities and their contributions, but I also may speak or act in a way that others might find unacceptable. I have to be open to that criticism and will to listen and learn from others.

Lesson Plan Activities Examining Images and Perceptions

During the first four classes I spent a significant portion of time addressing the course goal for students to "understand disability in new ways, with an emphasis on the perspectives of disability awareness and focusing on the person, not the disability." This examination of images and perceptions involved a variety of YouTube videos addressing disability images, a 1940s radio broadcast of H.G. Well's *The Country of the Blind*, and a comparison activity involving the social and medical models of disability and other variants. In addition I used disability history and disability law to also address how we perceive disability. The unlearning of perceptions began with the video, *I'm Tyler* that I showed during the first class. As I noted in my class blog:

The video *I'm Tyler* challenges adults to make a difference in the life of young people who may need a little extra support. It depicts a teenager discussing his many experiences in life, except the initial teen that is talking is an actor playing Tyler. When the actor reveals who he is, his image morphs into the real Tyler, a young man with cerebral palsy, nonverbal learning disorder, and obsessive compulsive disorder anxieties (class blog, September 1, 2011).

I introduced this video as a way to set the tone for the semester by challenging how we all perceive disability. After posting my blog class reflection, I began the following exchange on the blog with one student.

Student: The *I'm Tyler* video was particularly difficult for me, but I think that you are right in that it properly sets the tone for the semester.

DM: I'm curious what you found difficult about the *I'm Tyler* video? Did it hit close to home on a personal level? Did it make you wonder if you could be one of those adults Tyler spoke of who supported his goals as he grew up?

Student: The video surprised me when the one student then turned into Tyler. I was uncomfortable but I can't really explain why. I guess I didn't think a person with CP and those other disabilities could do all of the things he did. It was personal too because I have a brother on the Autism spectrum who attends RU. Many people believed in him in high school, but others did not think he could make it to college (blog post, September 9, 2011).

Although I cannot speak to how this student's perceptions of disability may or may not have changed as a result of this activity, it was clear though the dialogue that the video did provoke questions and comments about society perceives people with visible physical disabilities.

Two specific activities looked at the concept of disability being primarily a social construction. In one activity the students watch a two-part YouTube video clip called *Talk* (<https://youtu.be/FZfOVNwjFU0> and <https://youtu.be/A9a2ZqLhuAw>) developed by the United Kingdom's Disability Rights Commission (DRC). In the video a man experiences a role-switching event that allows him to view the world from the perspective of the person perceived as different. For a day, he is "able-bodied" in a world where people with disabilities are the majority. He experiences many of the stigmas and stereotypes that people with disabilities experience in society today. His inability to read braille makes him unintelligent. The fact that he has all of his limbs makes others stare. People treat him as though he always needs help or that he is not capable of performing certain tasks. I debriefed this activity by having students write down their observations based on the question, "How did the video make you think about the concept of disability?" The students shared their observations and response with a partner and then discussed the question as a group. I took notes on the activity that I entered into my personal journal. One student commented that the activity made her realize that she often wonders what a person with a physical or intellectual disability can do, just like the people in the video wondered the same thing about the able-bodied person. A number of students appreciated that the video addressed different experiences in life such as the workplace, participating in an interview, using public transportation, and going on a date to a restaurant and nightclub.

In the second activity, we listened to a radio broadcast based on the H.G. Wells story, *Country of the Blind*. This story also has a character not identified as disabled our society, but considered disabled in the society where he finds himself. The main character falls off a high mountain into an isolated valley where everyone is blind and he is the only one who can see. The villagers characterize his sight as a disability, and he is described as clumsy and imperfect. In

addition he uses language associated with sight and the villagers suggest that the stranger is not very intelligent for using strange words. As the students listen, I stop the radio broadcast at transitional moments and have them use a literacy strategy called storyboarding to draw details of what they heard. I give other students the choice to read the story and complete a storyboard as well. I use the storyboard drawings (Figure 5.1) to generate discussion about language and models of disability.

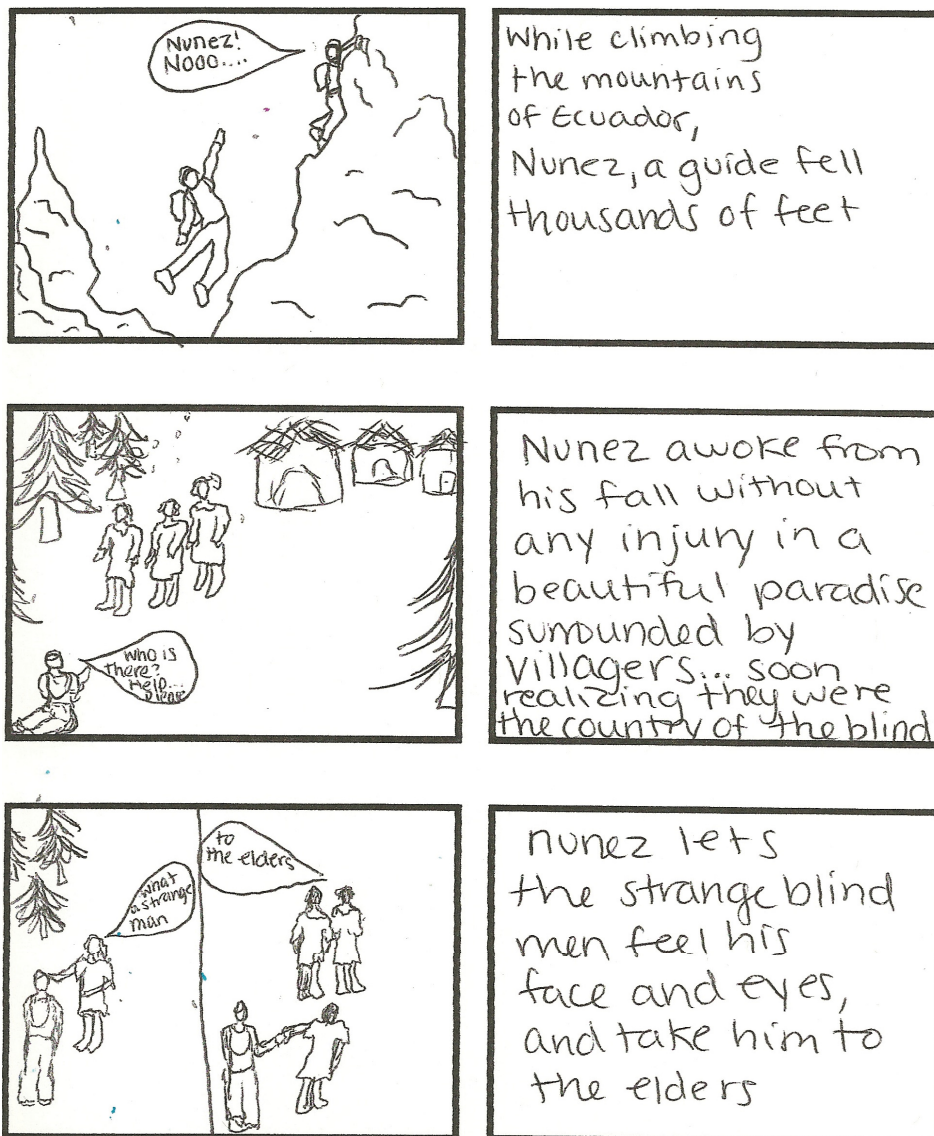


Figure 5.1. Student storyboarding sample.

The participant observer during this class made the following observation about my activity:

How does Nunez describe the villagers? “These fools must be blind?” Nunez sees the villagers as having a lack of “brightness.” The villagers describe Nunez as imperfect – his senses aren’t fully developed. Darren points out a student’s storyboard image of an eye with crown (Nunez believes he can rule the blind because he can see, not disabled) and another where the villagers are feeling the face of Nunez (the villagers feel the strange bulges of his eyes and describe this as an imperfection, take care of this strange man). Darren then points out figurative speech that we use in everyday language – blind, retarded, and also mention words without meaning in the story – sight, see, valley. He asks the students to think about this – how everyone labels each other, how they construct each other. This is how Darren cleverly shifts to models of disability – introduces models (participant observation, September 8, 2011).

Following the research suggesting that direct experiences with disability challenge stereotypes and change perceptions (Altieri, 1998), these activities provided an opportunity to challenge students on a personal level about how they viewed disability. Introducing the medical and sociocultural models of disability created a theoretical framework for understanding how we construct disability in society, both as a medical or biological condition and as a construction of what people define as normal in society (Connor, 2013). It also created an opportunity to reveal my own ethical stance about the construction of disability and the challenges I face as both a special educator and social studies educator.

I finished my video series addressing perceptions of disabilities examining two videos with similar titles and formats, *The Credo for Support* (<https://youtu.be/wunHDfZFxXw>) and the

I'm Determined Youth Credo (https://youtu.be/wrNy_2ljVdo). Both videos address how people with disabilities want and expect to be treated. The participant observer noted the following while students watched the first Credo:

Darren introduces the Credo for Support – People first version. I watch students as they view the video and notice some eye scrunching, brow furrowing, and eye widening at the more obviously disabled individuals. Darren says to the students that he expected the video to challenge them and asks, what resonated with you, what surprised you? One student commented that one person in the video said, “don’t help me unless I ask.” Another shares that she didn’t know how to feel because she was taught to feel bad for people that are in a wheelchair, they need more help and can’t do things the way the rest of us can, so here are folks telling us don’t do that, so how do we feel. She works at Kroger and says they are expected to just help the disabled, not necessarily ask. Another student says he was taught to always be a friend to a person with a disability, and a guy in the video countered that. Darren notes that the video is “in your face” and then shares with the students that they will see another credo next week more directed to teachers (participant observation, September 8, 2011).

These observational notes highlighted how the video initially disrupted student perceptions of disability and how society treats people with disabilities. The video began with a very direct attack on how people with disabilities experienced abuse throughout history. Then you see people with visible physical and intellectual disabilities sharing how they expect to be treated. I held off spending too much time debriefing the video because I wanted the students to think about what they saw and heard and then compare it to another credo video that I planned to show

the following week. In that video, middle and high school students begin by explaining how they were inspired by the *Credo for Support* and wanted to create their own credo based on their experiences in school. The participant observer noted that week that my students commented, “Hey, that’s Minarik’s voice” when the video ended with me counting down for them to shout “I’m determined!” The Youth Credo was a direct result of my work developing an annual youth summit with the I’m Determined project while served as a project coordinator for T/TAC at Radford University. It reflects my own ethical beliefs about disability and how teachers and students should see people with disabilities, because I strongly believe that these students are the best advocates for changing how children with disabilities are supported in our schools.

Learning From a Person with a Disability

The fourth class involved guest speakers from the On Campus Transition Program, a specialized program for students with more complex needs that provides an opportunity to experience college life along side peers without disabilities. The presenters were between 18 and 21 years of age and were still enrolled through a local public school division. Instead of having these students return to high school after their peers without disabilities graduate, this program allows them to experience postsecondary opportunities with same-age peers. The guest presentations provided opportunities for the students to see peers with a variety of disability labels model self-determination skills through presentations and a question and answer session. The intention of this activity was to help students gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools.

I provided time to reflect on the experience both in class and through the class blog. The students responded differently than I expected though, with only a few questions for the guest speakers. As I noted in the class blog:

I feel there is a strong learning value in having people with disabilities come to class and talk about themselves, their experiences, and there [sic] expectations for teachers who work with them. I think I missed an important teaching moment with these guest speakers though. There were very few questions for the guests and I immediately felt like I should have done a better job to prep the group for these presentations by briefing them on the speakers and preparing possible questions in advance (class blog, September 22, 2011).

This post provoked some valuable feedback regarding how I prepared students for the presentations and what I could have done differently to address their quiet demeanor.

I had a completely different idea about “guest speakers” and would have appreciated a pre-briefing as to come into it with an appropriate context. Quite honestly, I was not prepared to hear from peers with disability [sic]. I was anticipating an older professor (or something similar) giving us a lecture.

Therefore, I was not mentally prepared for a vastly different topic. I would have appreciated some prepping (class blog, September 22, 2011).

Another student provided similar commentary about being prepared for the presenters, but this post addressed asking appropriate questions and concern about sharing potentially challenging views.

It is more difficult to ask questions when we are unsure what is appropriate. That said, I am glad we had a brief discussion after the speakers left and as a class I think we were able to talk more candidly. This class is particularly difficult for me to still give my entire opinion since I am often afraid to say the wrong thing and be chastised by either my peers or my instructor. For much of the topics we will

cover, I feel there are many sides and many opinions and certain views may be seen as "wrong" simply because some of us have a hard time saying exactly what we want to (class blog, September 22, 2011).

The student spoke to me directly a week later to share that her concerns over being “chastised” resulted from another class that had heated arguments about race and sexuality and she never felt threatened in our class. However, she did express to me that I needed to provide more background information about the guest speakers and share communication strategies. I did not consider that my students had limited experience communicating with people with disabilities. Pre-service educators frequently come into education programs with limited contact with individuals with disabilities, and breaking down negative attitudes and stereotypes is possible when teacher educators build in structured experiences to teacher education programs (Brownlee & Carrington, 2000; Bradshaw & Mundia, 2005). Reflecting on this activity reminded me about my own experience noted in Chapter 4 where I worked with an adult with an intellectual disability for a class assignment. That assignment did impact my perceptions about people with intellectual disabilities and it provided me with structured tasks to build my own confidence. Unfortunately, I did not provide that needed structure for my own students when they were given the opportunity to interact with peers with disabilities.

Teaching Disability History and Law to Address Perceptions

When I first taught EDSP 404, disability history and the legal aspects of special education stood out as two areas where I could make strong connections between the topics and the field of social studies. Two particular activities where students provided reflection were the Standards of Learning (SOL) disability history activity during the second class and the

examination of the legal requirements associated with the IEP that we completed during the third and fourth classes.

Disability History

The Standards of Learning (SOL) disability history activity required students to consider what disability history was important enough to include in Virginia's history SOL. The participant observer noted that I introduced the topic by telling the students "You all as social studies teachers have a unique position of being able to introduce disability history to your students. Historians are critical about its [disability history's] absence in literature" (participant observation, September 8, 2011). The goal was to get students to question why disability history is absent from our books and standards by examining some key events in U.S. disability history. I began by sharing the only reference to disability in the Virginia standards, Helen Keller. Then in small groups, the students used Web-based museums of disability history to identify major events and people. From this generated list we created a top 10 list for inclusion in the standards. To create more discussion of the various people and events, I required that each group had to pair down the list to only 3 to 5 items for inclusion. I noted in my blog post that "two groups seemed particularly intrigued by the eugenics laws and how the Nazi's used Virginia eugenics law to defend themselves during the Nuremberg trials" (blog post, September 8, 2011) The participant observer also took note of the student choices and made a particularly important observation about how I facilitated the activity:

I walk around and observed the groups. There is lots of side conversation on individual items. For example, one group is discussing the abolishment of death sentence for people with disabilities in Virginia and Virginia's propensity for execution. Another student from the group said – That's not going to be in an

SOL. Darren then stops the activity and asks people to tell what they chose but he does not ask why? There were very interesting choices and I would like to know more about why they made these choices – P.L. 94-142, Ed Roberts – Father of Disability Rights, Nellie Bly – role of women and investigative journalism on asylums, Virginia’s Buck v. Bell – 3 generations of imbeciles are enough (participant observation, September 8, 2011)

Although the activity provided an excellent opportunity to discuss disability through an examination of history, I did not facilitate the discussion to address the reasoning for certain choices. Asking the “why” question would have possibly encouraged students to explore their understanding of disability at a deeper level and think about how their choices reflect their perceptions and beliefs about disability. I also did not share my own choices, which could have been an opportunity to model how I wanted my students to discuss the topic. It would have been an opportunity to give my reasons for valuing certain aspects of disability history.

Legal Aspects of Special Education and Disability

Addressing the legal requirements associated with disability and special education provided a number of opportunities to impact perceptions. There are two course objectives addressing legal aspects of special education and disability. The first addresses the basic intent of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and the regulations within this act. This objective also incorporates the court cases that have helped shape the intent of the IDEIA regulations. The other objective examines other federal legislation such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act in addition to laws at the state level. Both in blog posts for the fourth and sixth classes and in the student interviews, comments were made that they “felt connected to the discussion and

material” (class blog, September 28, 2011) and “enjoyed learning about the IEP and protections in place for students with disabilities” (student interview 2, December 12, 2011). The one area within the law that sparked a discussion about how we perceive disability was how schools are required to handle students who exhibit aggressive behaviors. In the court cases we discussed, one case addressed suspension and how schools must show that the behavior was not a manifestation of the disability to suspend the student long-term or recommend expulsion. Some students were concerned that the protections for the student do not protect the teacher or other students in the classroom. The labels of emotional and behavioral disturbance and mental illness came up and we talked about the stereotypes that students have to overcome when they are seen through the lens of these labels. The blog comments became a continuation of our class discussion.

After reading the first John Doe case I immediately thought of my cousin who is diagnosed with Aspergers Syndrome. I won’t go too far into detail with his other diagnosis because I honestly don’t know much about it, but he was kicked out of school for attacking a teacher when she tried to take away his toys. Luckily he has a loving family who were able to provide him with an alternate schooling situation. I couldn’t help but wonder, however, what would have happened to him had they not been able to care for him in that manner. To those that truly know him he is the most wonderful and loving individual, but one small incident turned him into a monster in the eyes of some. I do, however, feel that students and teachers have a right to feel safe in their schools and that my cousin entering a different school that focused on his needs more was the right place for him to go. I do not have a solution for other students that do not have the options that he did.

I started my reply to the student comment with the following quotation: “For the record I would argue that inclusive education is not about special educational needs, it is about all students. It asks direct questions: Who’s in? and Who’s out?” (Slee, 2001, p. 116). I shared Slee’s question during our first class and asked the students to consider this question each time they observed a classroom during their placements. After reminding the student about Slee’s question I noted:

The example you shared demonstrates how easily perceptions can create exclusion. Teacher and administrator perceptions create exclusion, disciplinary rules that do not take into account disability create exclusion, and peers create exclusion (blog post, October 5, 2011).

The other activity that brought up discussions about perception of disability was an IEP scavenger hunt. Students examined IEP samples to learn about the parts of the IEP and what sections to pay attention to if they serve on an IEP team or see an IEP of one of their students. They located various sections using a checklist and then read the information in the section identified. The sample disability categories listed were specific learning disability and other health impaired. These categories along with the IEP activity generated multiple discussions in the class about the IEP process and how to know if a student is really disabled.

This purpose of this activity is to give general education teachers a sense of the roles and responsibilities of a special educator and to help them understand the parts of the IEP that may pertain to them in the general education classroom such as diploma options, annual goals, and the present level of performance (PLOP).

My sense is that the students were a bit blown away by the size and required elements of the IEP. I used these feelings to bring in the concept of self-determination and involving the student in the IEP process. I had some good

individual conversations with a few students. One asked about the test scores on the Woodcock Johnson and what those meant. This brought up the importance of making an IEP understandable for someone not in special education (such as a parent or a general education teacher). Another student was having flashbacks about his own IEP meetings and how long and irrelevant they were to him. Two students were talking about students in their placements who didn't seem disabled (class blog, October 6, 2011).

I asked the students about the situation in which they felt a student was not disabled and both were triggered by the disability labels on the IEPs. One suggested that not all students identified as learning disabled actually have a learning disability. I asked why she thought this, and she provided an example of a student with a learning disability in an AP history class. The other student was talking about Attention Deficit Hyperactivity Disorder (ADHD) being used as an excuse for not paying attention or being disruptive in class. The student did not provide a specific example, but just shared this belief. I responded to this discussion in my blog post with the following comment.

One example given was a student with a specific learning disability (SLD) taking an AP history course. Although we will learn more about SLD with the mini-lessons, by definition a person with SLD has an average to above average IQ. The person is not intellectually disabled. It's quite possible for a student with SLD to be in an advanced class, but negative perceptions and stereotypes might keep them out. Another student talked about ADHD being an excuse for some kids to misbehave. Again, we will address these perceptions during the mini-lesson, but there are many misconceptions about both SLD and ADHD that we can hopefully

address. These disabilities that are not outwardly visible can be difficult to understand, but they are the ones you will most likely teach in your classrooms (blog post, October 6, 2011).

At the time I did not really consider how these discussions provided an opportunity for me to address how we construct disability. I knew the topic would be addressed in the mini-lessons either through the presentations or with added information I provide, so I did not push the discussion of these myths. It was only when I did the student interviews that I realized it was a topic I should have addressed more seriously with the entire class. During one interview I had the following dialogue with the student:

P: I don't necessarily agree with all of the IEPs that I've seen, but now since I've taken the class, that's the first thing that pops into my head when I think of the classroom and having students with disabilities.

DM: You said there are some of the things you don't agree with on the IEP. I had you look at IEP sections in an activity, so what were some of those things that kinda popped out at you or made you question the IEP?

P: After getting to know some of the students, this is going to sound terrible, but I kinda feel like a lot of them are misdiagnosed. One class that I was in had 11 students with IEPs and I think a lot of it stems from them just not wanting to do the work and making excuses for themselves because I know they can do it.

DM: Okay, so you saw evidence of them being able to perform certain things and yet they weren't doing the work?

P: Right. There was this one student that I really didn't see the diagnosis.

This interview segment highlighted that the negative attitudes and perceptions shared during the IEP activity by the two students may have been shared by others in the class. Sze (2009) noted that it is critical to assess continually the attitudes of pre-service teachers toward students with disabilities in an introduction to special education course because they bring beliefs based on their own experiences in school and their beliefs continually form as they experience time in the schools working and observing with students with disabilities. It was not enough to rely on the mini-lessons and a blog posting to address these perceptions.

Addressing Perceptions Through Class Projects

Student evaluation comments for EDSP 404 from 2008-2010 stated that “the assignments in class hardly related to special education” and that there was “just not a lot of focus on disabilities.” These comments led to an examination of my major projects designed to help students understand disability in new ways. The first project I analyzed asked students to explore images of disability through the use of film. The second project asked students to teach about a specific disability category. The first two projects used structures that modeled project-based inquiry including collaborative investigation, use of multimedia, and facilitation by the instructor to support the collaborative process (De La Paz & MacArthur, 2003; Ferretti et al., 2001). The third project was divided into two parts and was completed individually. The first part asked students to learn about special education services in a school, interview a special educator, and observe how students with disabilities received services in a social studies classroom. The second part of the project required students to use an evidence-based teaching strategy to teach an inclusive class or small group of students with identified disabilities.

Disability in Film

All students in teacher preparation at our university take an introduction to special education course and every course contains images of disability project. Altieri (1998) described the original intent of the project in the following way:

I wanted students to use theories about devalued social roles of persons with disabilities (Wolfensberger, 1972) and the humanness and capacities of persons seen as disabled (Bogdan & Taylor, 1992) in their writing and talking about the images of disability they encountered in literature, film, and other artifacts of popular culture (Dochy, de Rijdt, & Dyck, 2002).

The project designed by Altieri (1998) required students to (a) analyze film, (b) provide multiple analyses of visual images in news and popular media, (c) examine how charity organizations characterize disability, (d) explore how disability is illustrated in literature, and (e) provide a personal reflection of an interaction with a family member or other individual with a disability. The culminating task was to provide a final reflection of the experience.

When I took over the EDSP 404 class sections, the previous professor of record shared with me the student dislike for this project, particularly from the social studies cohorts (B. J. Tyler, personal communication, August 30, 2011). It was described as redundant, and the students did not see the purpose in examining images in so many different contexts. However, they did share a common interest in support for the film portion of the project. After teaching the course my first year, I modified the project, removing the multiple artifact requirements while maintaining the disability in film component with some minor modifications (Appendix F). However, removing the multiple components made little difference in how students felt about the overall project. Final evaluations for the course revealed that some students still struggled with

the project enough to make written comments about the project itself. One student felt the “project didn’t address teaching special needs” and another found watching the movie “interesting” and “would have liked to spend the time learning more about the disabilities in the films” instead of examining the positive and negative images.

Likewise, two of the three interviews I completed at the end of the semester also revealed some critiques of the project. One student shared that she enjoyed the film project but wanted to better understand the images that others examined too.

Student: That is a great project idea to start out with because first you address the stereotypes that go along with the movie. You get to learn about the different—in your movie the particular disability in that movie. Maybe if you had a little presentation on those for the class, five minute presentations, this was my movie, this is what it was about. Then everyone could get different perspectives (student interview, December 12, 2011).

This reflection of the project was revealing in that some students suggested the structure created a more singular analysis. However, the envisioned outcome for the assignment and the course learning objectives both intended for students to develop a broad perspective of positive and negative images rather than a focus on singular analysis. Knowing that the purpose of the interviews was to improve my practice, students in the interviews provided some suggestions for refining the project. In the following exchange, the student suggested that I create a more collaborative classroom approach to the assignment and move away from a more traditional paper structure with a presentation.

Student: I mean honestly the only thing that really bothered me about this class was the film paper. I thought I would have gotten more out of it if we had maybe

done it as a class. Like looking at clips from all the movies, and maybe talked about it as a class.

Instructor: Done an analysis as a class of various types of films?

Student: Yeah because a lot of the films we did, we hadn't seen, so I kind of feel like if we would have seen different movies with different circumstances together, it probably would have been more effective for me. And, also I really don't like writing papers (student interview, December 12, 2011).

Using the PWT approach through examining practice, theory and ethics revealed that the project requirements aligned well with the course objectives, and clear directions with models were provided. However, some additional supports were needed to help students complete the requirements. The assignment made minimal attempt to develop an overall understanding of the positive and negative images that exist in society, or how to address these positive and negative images in classroom practice, and students found the following film to classroom connection guidelines difficult to make.

Given what you are learning in class about teaching students with disabilities and the nature of the characteristics of the individual with a disability as portrayed in the film, think about the schooling supports and practices that might help a person with a disability have access to the curriculum and succeed in school. Could the individual with a disability in your film be educated in the general education classroom for part or all of the day? What kinds of supports would the individual with a disability need to benefit from attending the general education classroom? What kind of curriculum (what skills and knowledge) seems most appropriate for the individual with a disability in the film you analyzed? As an adult, could this

person hold a job? If so, what kinds of jobs/work do you imagine this person with disabilities could likely perform? Would he/she need support to do this work?

Take your best educated guess, based on what you observe while watching the film.

This assignment section was challenging on many levels. I intended having the students complete this section to gain an understanding of how they might approach addressing the needs of students with disabilities in the classroom setting. However, the images film project is completed early in the semester before students learn how to make curriculum accessible to students with disabilities. In fact, very few of the disability categories were addressed at this point and students probably had limited contact or practice teaching students with disabilities in their early field experience. Pugach (2005) noted that pre-service general education students “may not feel ready to address working with students with disabilities independently and that their zone of proximal development may require a scaffold to achieve this goal” (p. 566). Unfortunately no scaffold or knowledge base existed for my students to support completion of this part of the project.

The design of the Images of Disability Film Project encouraged students to use major motion pictures as a vehicle to both understand disability and how society views disability. I missed an opportunity to also have the project connect to the social studies discipline. Connor and Bejoian (2006) showed how motion pictures provided an opportunity in the classroom to teach about the social context of disability by asking students to view positive and negative stereotypes in film, challenge existing stereotypes, and reframe how they see disability. Depending on the course subject matter, social studies teachers have multiple opportunities to incorporate film into their units of study. Sharing ways to use film as an instructional tool to

address disability topics within social studies strengthens the relevance of the project for the students.

Disability Category Mini-lessons

When student comments emerged regarding limited coverage of disability categories and how to work with students who have particular disabilities, I knew that the disability category mini-lesson project (Appendix G) needed to be examined as part of my critical reflection. For this analysis, I examined how the project addressed unlearning perceptions of disability. Later in chapter 5, I examine the project in a broader context of an instructional method. I added this project to my course during my second year of instruction in an attempt to switch my more teacher-directed role that seemed to be the pattern when I first taught EDSP 404. The project required students to facilitate instruction about a particular disability category in co-teaching teams. These presentations took place over a 6-week period of the course. Students were required to teach a lesson that responded to the following questions: (a) What is the Disability? (Definition and Causes) (b) How common is the Disability? (c) What are the Signs of the Disability? (d) How is the disability diagnosed/treated? (e) What are some tips for school success (f) What are some tips (resources) for teachers? (g) What are some tips (resources) for parents?

After examining the project, the clear theoretical focus was the medical model of disability. This is not surprising given the primary objective of the project is identifying characteristics of the disability categories identified under IDEA. The project as it was implemented met the course objectives regarding knowledge of disability characteristics, learning about strategies teachers and students, and supporting families. Despite meeting these objectives, identifying characteristics for the purpose of diagnosis and treatment dominated four of the eight questions students were required to address. The addition of an analysis of disability

perceptions from a social model perspective would create an opportunity for the student teams to discuss the social construction of the category and structure their suggestions and activities within this framework. It was clear that I did think about social model analysis in the project after examining my lesson plan sample for Other Health Impairment (OHI). I modeled this mini-lesson in class to help the students understand my expectations for the project. The lesson began with a myth/fact activity about ADHD where students formed an agreement circle in the room and listened to a series of statements read by the instructor. If they felt the statement was fact, the students stepped into the circle. If the statement was a myth, the students did not move. Table 5.3 contains a sampling of the prompts used for this warm up activity. This activity created an opportunity to dispel commonly held perceptions and misconceptions about ADHD.

I also used *Misunderstood Minds* (www.pbs.org/wgbh/misunderstoodminds/index.html) as a resource for addressing the needs of students with ADHD in the classroom. I asked the students to complete two simulations designed to make teachers think about how changing the environment of the classroom enables successful learning outcomes for students with ADHD. One simulation addressed giving directions and the impact of classroom distractions. The other shared a reading passage and demonstrated the potential impact of reading when someone is distracted. This activity was designed to address the learning environment by focusing on changing the environment (social model) rather than treatment of the student's identified label (medical model).

Although activities were modeled to demonstrate and examination of the disability category through a social model lens, the students were never explicitly told that these activities had that purpose. Interestingly, during the student interviews, all three students shared that they felt knowledgeable about the disability categories as a result of the mini-lessons and there were

no student comments in final evaluations suggesting that too little time was spent addressing disability categories.

Table 5.3.

Snapshot of Myth/Fact Agreement Circle Activity Prompts

***Myth:** All students with ADHD are hyperactive. **Fact:** The classification of ADHD attempts to account for only inattention, only hyperactivity/impulsivity, or both.

***Myth:** The primary symptom of ADHD is inattention. **Fact:** The primary challenges are behavior inhibition, executive function, time awareness and management, and goal-directed behavior.

Myth: Because students with ADHD react strongly to stimulation, their learning environment should be highly unstructured in order to take advantage of their natural learning abilities. ***Fact:** A more highly structured classroom for students with ADHD is recommended, especially in early stages of instruction.

***Myth:** Inattention in ADHD is characterized by the inability to focus at all or complete any learning tasks. **Fact:** Students with inattention type ADHD do have the ability to hyper focus on learning tasks if given the right environment.

***Myth:** ADHD is a trendy diagnosis in recent times in the U.S. with little research to support its existence. **Fact:** Literature indicates that physicians recognized attention and hyperactivity issues in the 18th, 19th, and early 20th centuries before a firmly established research base supported its existence.

Myth: The social problems of students with ADHD are due to their not knowing how to interact socially. ***Fact:** Most people with ADHD know how to interact, but their challenges with behavioral inhibition make it difficult for them to implement socially appropriate behaviors.

Myth: All students with ADHD need medication to treat the challenging characteristics. ***Fact:** Medication is one option for some students, but students also respond well to targeted supports and self-regulation strategies put in place to improve social, behavioral, and learning outcomes.

* The asterisk denotes the statement that is read by the instructor

Classroom-Student Inquiry Project

The classroom-student inquiry project (Appendix H) was the only project that remained unchanged from what I inherited in 2008. All of the same project requirements were in place with only formatting changes to the directions and a minor change to the teaching requirement, where I required the use of a Content Enhancement Routine (CER) or Makes Sense strategy. This project directly connected to the theme of *unlearning perceptions of disability* in that it required students to gain an awareness of how students were treated in the classroom and it also provided an opportunity to have direct teaching contact with students with disabilities. The project was divided into four tasks. The preliminary task involved identification of students with disabilities in their placements. Task A involved interviewing a special education teacher in their placement. Task B required an observation of one class for a school week. Task C required the student to teach one or more students with disabilities using a strategy learned in EDSP 404.

In an examination of the student projects, a number of comments relating to the theme *unlearning perceptions* were noted. The interview with the special educator generated a number of comments from students about the level of work required for a special educator. One student stated “My special education teacher shared that she is involved in daily planning meetings with the middle school team to support co-teaching in math and English and also collaboration in the other classes.” The student went on to note that the special education teacher also has to “write IEPs, develop behavior intervention plans, lead IEP meetings, and coordinate the Wilson reading program for the school.” Eleven of the projects all noted the busy schedules of special educators.

During the classroom observation task, nine students commented that the instructional aide or paraprofessional in the room was performing the same assistive tasks and treated the same way as the special educator by the social studies teacher. All of the students came to the

defense of the special educator. One student's reflection best summed up what was reflected in the other projects. "I do not understand why the special educator is not included more. It's not fair to treat a teacher like an aide. I would not even know the aide from the teacher, except that I interviewed the special educator."

With regard to teaching students with disabilities, the primary comment that caught my attention both in the reflections for Task C and in the interviews at the end of the semester was the interest in having more experiences teaching students with disabilities.

All of the tasks created opportunities for the students to reflect about disability labels and how students with disabilities were served in their placements. During the interviews I asked each student to talk about their favorite project during the semester. All three students mentioned the classroom-student inquiry project, but one student elaborated why the project was a favorite:

I liked the inquiry one where we went around and talked to the special education teachers within the schools. We interviewed them and got responses back from them. That really opened my eyes because at first I had no idea how many students in my classes had disabilities or were labeled with disability. Observing the classes also opened my eyes because these kids could actually perform. I was impressed with how they worked when I had a chance to teach them (student interview 1, December 12, 2011).

Overall, this project provided the support tasks that Pugach (2005) suggested are critical to helping students become more comfortable working with students with disabilities. Students learn about who is identified with disabilities, talk with an expert in the field, observe students in the classroom and teach the students. Likewise, the structured experience of the classroom-

student inquiry project created a way for students to challenge their preconceived notions about disability and special education (Brownlee & Carrington, 2000; Bradshaw & Mundia, 2005).

Theme 3: Demonstrating Instructional Best Practices

An early expectation expressed to me when I took over teaching the EDSP 404 sections was the need to expand the time spent on how to teach students with disabilities in the middle and secondary content area classes. Prior to my accepting the full time teaching position with Radford University, I collaborated for two years with the secondary social studies program area leader at Radford University to support highly qualified institutes for special educators through the Virginia Department of Education. These institutes were designed to help middle and secondary special education teachers in southwest Virginia meet the highly qualified subject area requirements established under No Child Left Behind (NCLB). The secondary social studies program area leader provided content knowledge to the teachers and my role was to provide professional development in research-based instructional strategies using the SIM Content Enhancement series.

This collaborative experience between social studies and special education continued once I became full time faculty. We collaborated to discuss ways to enhance EDSP 404 and the secondary social studies spring methods course for student teaching with instructional strategies and classroom management techniques that specifically supported students with disabilities in the general education classroom. He wanted me to introduce strategies that I also introduced to my special education majors. Some strategies were already incorporated in EDSP 404, but the program area leader specifically wanted to see more Content Enhancement devices like those I introduced to teachers during the highly qualified institutes (R. Kolenbrander, personal communication, September 2, 2011). This collaboration resulted in my first curriculum change to

EDSP 404 in 2009, providing professional development to my students in approximately seven Content Enhancement routines (CERs) and adding more CERs in into my lesson plans for modeling. This process began by adding the following course objective:

Develop and teach a detailed lesson plan on a content area topic aligned with state standards using evidence-based instructional strategies and technologies including the Strategic Instruction Model (SIM) Content Enhancement series.

This objective added detail to another course objective in the syllabus that stated:

Select evidence-based instructional strategies and technologies appropriate to the abilities and needs of the individual and apply differentiation to lesson development.

The added objective made sense with my background as a SIM professional developer and the addition also strengthened the collaborative relationship between EDSP 404 and the secondary social studies methods course. It created more opportunities for students to develop pedagogical skills to address the needs of students with disabilities in their classrooms. I participated in two social studies methods classes spring semester to reinforce both instructional strategies and classroom management topics. However, the course evaluation comments suggested that students did not make the connection between learning the strategies a taught and understanding how the strategies impact students with disabilities academically, behaviorally, and socially in general education classrooms.

In this section of the chapter, I share findings related to the strategies I addressed and modeled with my students and how I approached making connections between the strategies I taught and teaching students with disabilities in the social studies classroom. First, I share examples of how the strategies were incorporated into my lessons and projects for addressing

content. Next, I examine how I provided instruction on specific CERs and then asked students to utilize those strategies in the classroom. I divide the CERs into routines to organize content, routines to teach main ideas and essential details, routine using mnemonic strategies to learn content, and routines addressing higher order conceptual understanding. Table 5.4 shows how I organized the various codes and topics that emerged into the categories of practice, theory, and ethics.

Modeling Instruction in Lessons and Projects

My goal in any lesson or project was to involve students in a variety of research-based strategies that could then be used in their own classroom instruction. During the introductory class I emphasized this personal goal with my students in class and again in a blog post.

I feel the course organizer demonstrated the overall themes of the course well, but may have left some students wondering specifics about class assignments. I did place an emphasis on the dual purpose of many of the activities and assignments for class, pointing out that I'm simultaneously having them model strategies that they can use in their social studies classrooms. I encouraged the students to pay attention to the strategies used to complete the tasks in addition to learning the content (class blog, September 1, 2011).

One feature of the Course Organizer is a section that identifies the “learning rituals” or strategies used to support the learning process for students. It reveals the strategies a teacher uses to help students learn content. As a high school social studies teacher I never bothered to share with my students “what I do” that supports their learning. As a teacher educator involved in a self-study of my practice, revealing these strategies to pre-service teachers served as a demonstration of me following the adage of teacher educators that we should “practice what we preach” (LaBoskey,

Table 5.4.

Theme: Demonstrating Instructional Best Practices

How do I facilitate prospective social studies teachers' understanding about disability and teaching students with disabilities?		
	Codes	Categories
Practice		
What is happening in my professional practice?	• Using strategies within instruction • Demonstrating Content Enhancement Routines • Demonstrating Makes Sense Strategies • Modeling UDL and differentiation	• Modeling instruction in lessons and projects
Theory		
How does theory and empirical research impact what I do?	• Examining evidence-based practices • Revealing theoretical and research-based underpinnings of instructional strategies	• Incorporating SIM Content Enhancement and Makes Sense Strategies
Ethics		
How do my values and identities impact my work?	• Revealing background and expertise • Special education pedagogy • Social studies pedagogy • Sharing experiences • Addressing higher order thinking	• Connecting strategies to special education and social studies pedagogy

2007, p. 819). My students became a monitor for my pedagogical practices, looking for application of the strategies I emphasized and then considering how to apply these strategies in their own classrooms.

As I noted earlier, two of my projects involved aspects of project-based inquiry or learning (PBL), which is described as one tool that teachers use to create an environment of powerful teaching and learning in the social studies classroom (Brophy & Alleman, 2008; De La Paz & MacArthur, 2003). However, some of my students criticized the collaborative project-based methods in the disability in film project and the disability category mini-lessons during the student interviews. All of the students interviewed expressed that they would have preferred that the projects were either done individually or structured as whole class activities with an embedded assignment that I collected for a grade. One of the students made the following comment about the collaborative disability in film project:

I'm not really that good with computers so I didn't want to do the actual film clip PowerPoint thing with a partner. It seems like it gets harder and harder to work as partners the older you get, because people tend not to want to do the work. So I don't like partner activities. I think we should have a choice. (participant interview 1, December 12, 2011).

The interviews revealed to me how little effort I actually made helping students make connections between the instructional methods I taught and modeled and how those methods apply to best practice in the social studies or special education field. They also demonstrated that little emphasis was placed on teaching my students the importance of collaboration or providing them with a collaborative structure to follow. Vansledright (2010) noted that investigative and inquiry-based instruction is not necessarily the norm in social studies classrooms although more

efforts are being made to move beyond more lecture-based teaching. The students I interviewed preferred more whole-group lecture based methods and individual project assignments and I did not do much to challenge how this would translate into their social studies classrooms as teachers. There are effective approaches beyond typical lecture and individual work where students are more engaged in the learning process and it was my role as the teacher educator to share and demonstrate the benefits of those approaches.

When the disability category mini-lesson presentations began, one student commented in my blog about the limitation I placed on lecture for that assignment, seeing it as a double standard based on the way I handled an activity that same day.

I really enjoyed the presentations. One of the issues that I have with this class, though, is that you do a lot of lecturing. And by “I have a problem with it” I mean that it is my preferred learning style but we are unable to incorporate that into our mini-lessons. I really don’t like to do group and would rather be lectured to, it is a little frustrating that we can’t lecture whereas a majority of this class is lecture based. The classroom instruction that works is a pretty good example. While you were asking our opinions, I definitely felt as if that was a lecture style. It worked with us. I feel as if many of us learn very well through this medium and I definitely feel as if we can benefit from more of this from our peers (class blog, October 13, 2011).

One part of the mini-lesson directions stated that out of an approximately 40-minute lesson, the students were to only lecture for five minutes. The student co-teaching teams were required to use a series of questions as an outline for the presentation, and I stated within the directions that the lecture rule was designed to keep the teams from sharing each question and revealing the

answer in a lecture format. I wanted the teams to provide some background information and then use other learner-centered strategies to have the class respond to the questions. A missing component in the assignment was a definition of what constitutes lecture versus a more learner-centered approach.

I responded to the student blog post with the following comment about how I define lecture and I encouraged the student to hold me accountable to the process I described:

We could probably have a great discussion regarding the semantics of the term "lecture" and how it is perceived in education. I agree that I employ a "lecture style" frequently in class. I would define this style as lecture/discussion with embedded teaching strategies and I would also suggest it is only used when I am introducing new information. I limit the amount of time I am talking directly to students with no interaction/discussion to 10-15 minutes. This is maybe something to "watch for" with me in class to see if I adhere to my rules for lecture. I feel the influence of my lecture style is "direct instruction" which comes from my background in special education. This is something I should probably address in class. My embedded strategies tend to be more inquiry-based models to pull what students already know into the discussion. This has more constructivist influences (class blog, October 18, 2011).

This post reminded me the need to define openly and discuss the methods I model in class and their appropriateness in an inclusive general education classroom setting. Also, I need to share and discuss the theoretical frameworks underlying the methods. For instance, Nuthall (2002) noted that whole class teacher-facilitated discussion is one of the more researched and applied forms of social constructivist teaching. In this teacher-facilitated role, the teacher does not

directly deliver explanations to the students. Rather, students use their existing knowledge to develop a deeper understanding of the information as the teacher facilitates the process.

The “lecture” activity mentioned in the blog post involved my introduction to instructional strategies. The lesson began with a cartoon to spark a discussion comparing differentiation and UDL. The cartoon showed a man shoveling snow off of stairs in front of a school so students could enter the school. A student in a wheelchair asks the man to shovel the ramp next to the stairs. The man responds that he will shovel the ramp after the stairs, so that the group of the students waiting can enter the school. The student in the wheelchair points out that if he just shoveled the ramp, everyone could get into the school. Through analysis of the cartoon, the students determined that differentiation is a more reactive approach to addressing the needs of students with disabilities represented by shoveling both the stairs and the ramp. The stairs represent the way most children gain access and the ramp is an addition for students with different needs, not the main approach for access. Shoveling just the ramp represents UDL, where an approach creates access for everyone regardless of how they might typically gain access. I followed this exercise by briefly sharing with students that the concept of UDL originated from architecture and passage of the Americans with Disabilities act in 1990. I asked the students to provide some additional examples of how ADA changed accessibility in our country. I then asked the students to keep those comparisons and examples in mind as I introduced instructional strategies identified as beneficial to a wide variety of learners. Students received a handout listing Marzano, Pickering, & Pollock’s (2001) nine instructional methods identified in their meta-analysis, *Classroom Instruction That Works*. Students were asked to read the descriptions and quickly rank the strategies from most effective to least effective. The students compare their rankings as I reveal the effect sizes of the various instructional methods

and facilitate the discussion. Before revealing the rankings, I noted that all of the strategies were considered effective in the research, but some are shown to be more effective than others. Finally, I revealed that the handout served as an anticipation guide for those methods that they will see when I introduce CERs to them as tools to create more access to all students in the classroom.

I provided two additional responses in the blog about why I felt the activity in question was not a lecture and shared the rationale for limiting lecture in the mini-lessons.

The way I would interpret a traditional lecture is I would have simply provided a description of each strategy by their ranked order from most to least effective and an example of each, possibly soliciting a few examples from my students as I went through each instructional method or providing stories of my own experiences and what I have observed or used in practice. With the instructional method I chose, the objectives were to: (a) activate student prior knowledge; (b) spark interest and discussion through the rankings activity; (c) allow me to ask questions and solicit responses instead of me just providing the information with little student response or processing of the content; and (d) use the activity to set up the upcoming lessons addressing Content Enhancement. For instance, when I revealed “Similarities and Differences” I asked what this meant and examples of strategies used in the classroom to meet this method of instruction. I did this with each of the first five on the list (up through nonlinguistic representation) before revealing the remaining four all at once. I also asked you all to articulate why you chose to rank certain strategies higher or lower than others (class blog October 20, 2011).

My instructional method for this lesson mirrored aspects of direct instruction and Cognitive Process of Instruction (CPOI) mentioned in Chapter 4. I began with the activation of prior knowledge and conceptual development of differentiation and UDL. Multiple examples of the concepts and instructional strategies were provided. Students completed a comparison of the concepts and also of the instructional strategies through the ranking activity. The practice, application and assessment came in subsequent weeks with the lessons on specific CERs to use with students in the classroom.

The reason for not allowing much “lecture” in mini-lessons is the timeframe and to get students to go beyond what is comfortable or what we could simply read on a fact sheet. However, I do allow 5 minutes of straight lecture on the mini-lesson rubric within a target score and up to 10 minutes for an acceptable score because this is new content for most of us. I want us not to just rely on our own preferred methods of learning, because what works for some may not work for others. This discussion will definitely make me more conscience of those instructional methods I have chosen to convey content to you all. It is important for me to regularly reevaluate what I’m doing and how often I do it to know if I’m practicing what I preach. This is a balance I’m struggling with, which is one reason for this self-study (class blog, October 20, 2011).

The blog post revealed that I made reference to sharing my theoretical influences, but after looking at additional data from the course, I never followed up with an explicit discussion of how direct instruction and constructivism influenced my pedagogical practice. These blog exchanges set up an opportunity for me to share my theoretical understanding, but I did not take advantage of it within my posts or in lessons following this conversation.

My lesson plans also revealed an emphasis on strategies designed to support basic retention of content, with little focus on higher order thinking or how to structure a universally designed classroom. I used an attribute diagram to help students identify characteristics of the six tenets of IDEA 2004. Foldables™ were used to help student match court case names to their respective decisions. Other graphic organizers from the Makes Sense Strategies series were used to identify the characteristics of ADA and Section 504 of the Rehabilitation Act. As I shared earlier in the chapter, I used visual tools like storyboards to help recall events in a reading passage. This pattern of using strategies to support recall of facts aligns with the emphasis in the special education literature supporting the acquisition of strategies for students with disabilities that support memorization of content rather than higher order thinking skills. Using strategies such as graphic organizers and foldables for organization of content also aligns well with survey data suggesting the students prefer these strategies in social studies classrooms (Russell & Waters, 2010). Nearly every lesson where I modeled a specific strategy, I noted within the lesson to “Remind the students that the strategies I used in this class are also intended as tools they can use for instruction in their classes.” What was missing from modeling a variety of strategies in class lessons was the connection between strategy instruction and specific disability needs. When we started learning about the individual disability categories, information was provided about student learning needs, but there was no evidence in the data that I revisited how strategies that I modeled in past lessons might impact learning for a specific disability group. My only connections were more blanket statements asserting that these strategies would be useful for students with disabilities.

One participant observer also noted that I did not make it clear how the strategies fit within a UDL environment.

Darren asked for multiple examples for how a piece of content could be delivered besides just giving students definitions and notes. The students provided a variety of strategies [*ask D if they learned these strategies in his class or in other classes*]. One student mentioned modifications for a student with intellectual disabilities and D responded by saying those strategies and modifications would already be in place for those students in a classroom practicing UDL principles. Isn't UDL that the options are available for ALL students? This doesn't seem clear to me. Also, the students' thinking is not that impressive – they are still suggesting the typical watering down of expectations and making modifications for specific students. Darren didn't point out that you want the UDL classroom to open opportunities and challenge all students (participant observation, October 13, 2011).

A better strategy for making connections would involve having students recall past strategies they learned in my lessons and connect them to the learning needs of students within a particular disability category. This type of activity would then be repeated with each of the disability categories to reinforce those strategies that benefit a wider range of students. It is also possible that I just placed too much emphasis sharing a variety of different strategies for the sake of coverage. Having a large selection of strategies from which to choose is not in itself the best way to help teachers serve the needs of students with disabilities in their classrooms (Pugach, 2005). My students might approach addressing the needs of students with disabilities through a patchwork of strategies without being strategic and targeted in their thinking about how to differentiate or create options to support the complex needs of the classroom (Grant, 2003; Marzano, 2009). Also, they may not see how providing multiple strategies for learning the same

piece of content might give students control of their own learning in a UDL classroom, an important skill for developing self-determined students (Reeve & Halusic, 2009).

Incorporating SIM Content Enhancement and Makes Sense Strategies

I added the course objective requiring instruction in the Strategic Instruction Model (SIM) Content Enhancement Routines (CERs) to the course syllabus, because this instructional approach is supported by research showing that the routines create more opportunities for students with diverse learning needs to access the general curriculum (Bulgren, Deshler, & Lenz, 2007; Bulgren, Sampson Graner, & Deshler, 2013; Deshler et al., 2001). The routines are also taught in our special education methods courses at the university as tools that help the special educator make content more accessible and understandable. Since some of the special education students were co-placed with the secondary social studies students during the spring field placement, it made sense to give the students a common tool for planning and instruction.

To support development of these routines, I created a unit plan project for the class. The project required students to take a standard of learning from a social studies content area in middle or high school and use SIM CERs and Makes Sense Strategies to create an organizational structure for a unit along with sample routines/strategies to deliver content and support learning. The graduate students had the additional requirement of developing two lesson plans for the unit incorporating one or more of the routines/strategies. The primary objective of the assignment was for students develop these materials and understand how they support learning for all students, including students with disabilities.

Routines to Organize Content

The Unit Organizer (UO) routine is used as the organizing tool for content teachers, allowing teachers to map out the critical topics and essential questions for the unit in a one-page

format (Lenz et al., 1994). When the visual device is introduced to a class, the teacher and students co-construct the device, filling in titles for the previous unit, current unit, and next unit, a description of the current unit along with a visual map of the critical content addressed and the self-test questions for students to answer at the end of the unit. There is also a space for the unit schedule, highlighting important due dates for assignments and another space that reveals the unit relationships. These relationships are the essential skills students use to learn content. For instance, if the unit had the self-test question “How did early civilizations develop in river valleys? Students might participate in activities that require them to provide characteristics and examples of early civilizations or demonstrate how historical events led to particular consequences. The unit relationships listed would include demonstration, examples, and characteristics. Other common unit relationships in social studies include cause and effect, compare and contrast, mapping, and timelines. If any of those activities where students used unit relationships to demonstrate their understanding were collected for grades, the teacher would list those activities in the unit schedule.

In advance of the class where I went through the specific parts of the UO, students used the steps in their UO guidebooks to identify their unit, create a description of the unit, and identify four to seven topics on the unit map portion of the organizer. They were also required to develop unit self-test questions that aligned with the unit map topics. In addition to following the guidebook steps, students read an article that shared additional research about the routine and provided suggestions for classroom use (Boudah et al., 2000). The students were already familiar with two sections of the organizer because I used the map portion and self-test questions as an advance organizer to introduce each of my classes and as a guide for review at the end of a lesson.

The process I followed for teaching students how to develop UOs was based on what I learned when becoming a SIM professional developer. I follow an agenda where the participants: (a) considered the challenges we face in the classroom related to student achievement and the curriculum we teach; (b) received an overview of Content Enhancement with specific research data about how the particular routine; (c) explored the guidebook and mark the most useful sections for construction and implementation; (d) modeled how to use the routine in the classroom; and (e) constructed their own CER device. The UO I modeled addressed the world history topic, early river valley civilizations. I first developed the unit while teaching 9th grade world history, allowing me to share actual experiences constructing and sharing the unit with my high school students. I wanted to show that I valued the benefits of the routine both as a high school social studies teacher and as a teacher educator.

In my experience providing school division professional development, teachers and administrators wanted to know the research showing how CERs supported student outcomes and wanted to know if incorporating these routines in the classroom would create a burdensome amount of extra planning for teachers. For my pre-service teachers, the primary challenge was organizing the content and determining what was essential without ever teaching a course before. Also, they seemed more influenced by their personal experience as a high school student and personal preferences for learning. It is not uncommon for pre-service teachers to see good teaching as those classroom practices that worked best for them in school (Pugach, 2005). Finally, the research findings seemed less important to my pre-service teachers. They were more interested in trying it out in the classroom for themselves. In one interview, I asked the students about their learning experiences with the various projects. One interviewee responded:

I don't like unit plans. It's kind of hard for me to piece together. I hope I don't have to do a lot of this in the future. I mean I know I will at the beginning of next semester. I just don't think it is my thing, but I understand how it is useful in the course and I'm sure teachers will find it really useful for them, just not for me. It's not something I would've liked to fill out in high school (student interview 1, December 12, 2011).

Despite this student's dislike for UOs, not all of the students who shared opinions about the organizers were opposed to the devices or their implementation. Another interviewee stated:

I really liked the Unit Organizers. I would have liked to have done more with the Unit Organizers. I know we only created one but I would have liked to have tried to implement the entire unit, just to get feedback from the students or the cooperating teacher, and see how well that effectively worked. I guess we get to do that next semester, right (student interview 3, December 12, 2011)?

Two blog postings also indicated similar support for the UO as a device that made planning easier. The content within my lesson, the blog posts, and interviews all suggested that students understood the potential planning benefits of the UO, but there was no continuous connection made to how the device supports better academic outcomes for students with disabilities. I only highlighted the supporting research in the guidebook about student outcomes at the beginning of the lesson. Unfortunately, the focus then stayed on constructing units and there was no evidence that I went back to having the students consider how their newly created units might benefit students with disabilities. For instance, Hudson (1996) noted that an organized review of previous instruction along with revealing current lesson objectives and the essential points of the lesson significantly improved unit test scores in middle school social studies classes. This

research supports the intended purpose of the UO as an organizational and instructional tool, but I never used it to reinforce the impact that the UO might have on the students of my pre-service teachers. This was a pattern that continued with my other CER lessons. I treated the students more like veteran teachers receiving the professional development and made assumptions that I received buy-in for the routine simply by mentioning the initial research noted in the guidebooks and I did not bother to reinforce the benefits throughout the lesson or after construction of the devices.

Students also received instruction in the Question Exploration Routine as a device that directly supports the UO by providing a way to address the unit self-test questions in a structured format. For my lesson, I asked students to consider a self-test question in a sample unit on the Civil War. I began the modeling activity by asking the critical question, “What caused the Civil War?” Students were divided into small groups to complete the steps. First, students noted the key words and their definitions necessary to help answer the critical question. Then, students broke down the broader question into smaller supporting questions and they developed responses for each question. Using the key word list and the answers to the supporting questions, students worked out an answer to the critical question.

After modeling these first four sections, we ran out of time before discussing the last two parts of the routine. The next two parts were added to the beginning of my next class. First, students explored how the answer they developed might relate to other content taught in the course. For example, students might compare causes of the Revolutionary War to the Civil War. Finally the students were asked to relate the content to today’s world. They might compare the U.S. Civil War with current civil wars in other countries or discuss how the causes of the Civil War might still impact us as citizens today. Because of my time management issues, I simply

shared these ideas instead of having the students brainstorm ideas for the last two steps. My lesson for Question Exploration was rushed and student comments suggested less interest in this routine. One student comment summed up the other five similar comments about the lesson. “I did not like the question exploration routine as much as the unit organizer, but I haven't completed my own yet so I’m hoping my feelings will change toward it once I finish mine” (class blog, October 20, 2011). My post in the class blog noted another misstep as I rushed through this lesson. “One thing I forgot to do was for the groups to report out their key words and supporting questions, which is a good way to emphasize that they are in control of the content and also to share multiple ways to ask good questions” (class blog, October 20, 2011). Unfortunately the rushed instruction and inability for students to start constructing their drafts in class made it difficult for me to convey the usefulness of this routine both to teachers using it for instruction and to students with disabilities.

Routines to Teach Main Ideas and Essential Details

Many CERs and Makes Sense Strategies serve as cognitive organizers for content, a visual way to highlight main ideas and essential details to support better understanding of the content and successful learning outcomes (Ellis, 1998; Ellis, Farmer, & Newman, 2005; Ellis, 2009). Outside of studies done by researchers with the University of Kansas Center for Research on Learning, there are additional studies noting how cognitive organizers improve academic outcomes for students with disabilities learning social studies content, although they also incorporate a technology element into the development of the cognitive organizers (Boon, Burke, Fore, & Spencer, 2006; Boon, Fore III, Ayres, & Spencer, 2005). The CER receiving the most positive feedback and was most frequently implemented by my students during early field

experience was the Framing Routine and the associated Makes Sense Strategies main idea graphic organizers. This implementation was noted in one of the student interviews.

I know they do work because from the time at my placement, we did a couple FRAMES and different ones. They actually did work. Students liked them and used them to study for tests. So I know they work but I wanted to receive personal feedback how I presented the information, how I followed the process for the FRAMES and stuff like that (student interview 3, December 12, 2011).

The participant observer during my lesson addressing the Frame noted the positive response and enthusiasm regarding this routine and the Makes Sense Strategies compact disc that contained a variety of main idea framing devices.

Darren shared about two schools where he worked and student scores were raised after learning the Frame. He went through the steps...focus on topic, reveal ideas, details, why important, and extend understanding. Students are very interested in this. Lots of energy. This is a very organic class and much of what Darren is doing is really instructing like they were students with special needs in the social studies classroom learning about checks and balances. He mentioned many more frames are on a CD they have (participant observation, November 3, 2011).

As noted in the participant observation, I introduced the Frame by sharing how it was used in two schools in southwest Virginia that I supported during my work with VDOE T/TAC. Then I modeled a Frame on the three branches of government using the linking steps for the device: (a) Focus on the key topic; (b) Reveal main ideas; (c) Analyze essential details; (d) Make a “so what” statement; and (e) Extend understanding. The Frame was the CER I used most as a high school social studies teacher. Any time my students were taking notes in my class, they were

using a Frame to organize those notes. My students always responded well to the Frame and it was a device that I believed was the reason I had such academic success with my ninth grade school within a school students. In my post, I tried to convey my confidence in this device and how it helps struggling learners in social studies.

As a professional developer in Content Enhancement, I have used the Frame in this way hundreds of times with teachers and students. It was one of my favorite routines as a high school teacher and I shared my success with my students about using this device for my notes (class blog, November 3, 2011).

Like the Unit Organizer and Question Exploration guide, there was no evidence that I made more explicit connections between the needs of students with particular disability labels and how the Frame might support their learning. The emphasis was more generalized, expressing how these devices helped a variety of learners better understand and recall content.

Routines Using Mnemonic Recall Strategies to Learn Content

There is a small body of research examining the use of mnemonic strategy instruction with social studies content (Bulgren, Schumaker, & Deshler, 1994; Fontana, Scruggs, & Mastropieri, 2007; Mastropieri & Scruggs, 1989; Mastropieri, Scruggs, Bakken, & Brigham, 1992; Mastropieri, Scruggs, & Whedon, 1997). I taught two CERs to my students that use mnemonics to recall essential content and vocabulary, the Vocabulary LINCing Routine and the Recall Enhancement Routine. Similar to the other CERs, both LINCing and Recall Enhancement follow the cue, do, review sequence of instruction and provide a specific set of linking steps that guide students through the instructional process. The Recall Enhancement Routine is actually a series of recall devices and the student or teacher would choose which device to use based on the content.

Students found that they had many personal experiences using these mnemonic recall devices in their own social studies classrooms. When I modeled the acronym device with remembering the Great Lakes through HOMES, all of the students were familiar with this acronym and began sharing numerous others that they learned in social studies, along with math and other subjects. With the rhyming device, they all remembered, “In fourteen hundred and ninety-two, Columbus sailed the ocean blue.” The visual devices like Vocabulary LINC’s and the snapshot device reminded them about drawing pictures to help remember key events or vocabulary. Students did not provide feedback in the blog about this lesson, but I did comment about the experience from my perspective:

I felt more rushed with my instruction of the strategies and I was unable to help the students get started on the vocabulary for their unit plan project. However I was able to successfully model two tools for the class and the questions asked were good ones. We modeled the Vocabulary LINCing routine with a series of words related to special education (access, inclusion, collaboration, and co-teaching). I also modeled "Boxing" as a tool for remembering essential content and we brainstormed as a large group mnemonics and other vocabulary strategies they have personally used to remember information in social studies. I unfortunately ran out of time to allow the class to work on selecting vocabulary or content they could use to create LINC’S or Recall Enhancement devices to use for their unit project (class blog, November 10, 2011).

These routines have a pretty consistent body of research supporting their effectiveness in memorizing content and represent the largest single body of strategy research I located when searching for strategy instruction used to teach students with disabilities social studies content.

Again, these additional research connections were never made with my students at any point during or following instruction of the routines. The students remembered the strategies and had personal experience using them as students, creating an interest in using these strategies again as teachers, but we did not discuss the research impact on students with disabilities.

Routines Addressing Higher Order Conceptual Understanding

Special education research addressing higher order conceptual thinking in social studies classrooms is limited but promising (De La Paz, & MacArthur, 2003; De La Paz, 2005; De La Paz, Morales, & Winston, 2007; Ferretti, MacArthur, & Okolo, 2001; Ferretti, & Okolo, 2002; Gersten, Baker, Smith-Johnson, Dimino, & Peterson, 2006; Okolo, Englert, Bouck, & Heutsche, 2007). My instruction was equally limited in modeling or emphasizing the possibility of higher order thinking when teaching students with disabilities. After examining my data, only one of the CERs was used to emphasize higher order thinking skills. I introduced the Concept Mastery Routine as a way to break down complex concepts into characteristics and then examine potential examples to determine if they fit within the targeted concept (Bulgren, Schumaker, & Deshler, 1988; Bulgren, Deshler, & Lenz, 2007; Bulgren, Schumaker, & Deshler, 1993). For the lesson, I modeled the concept “war” and the goal for students was to determine what characteristics are always present in war. The Concept Mastery Routine is an excellent example of constructivist teaching characteristics noted by Nuthall (2002) and Brophy (2006). The routine used a collaborative learner-centered approach where the students relied on their existing knowledge and their frameworks about war.

The next activity addressed the Concept Mastery Routine and I facilitated an activity that modeled the linking steps and demonstrated the power of the device. We focused on the concept of War and the overall concept of Conflict. I

lead them through the CONCEPT linking steps (Convey the targeted concept; Offer the overall concept; Note key words; Classify characteristics; Explore examples; Practice with a new example; and Tie down a definition) in small groups until they eventually created definitions and generated examples of war. There was much debate about what examples qualified as examples of war based on the different definitions generated by each group. I feel this was an effective way to model this routine because it is so interactive and it shows how conceptual understanding can be connected to basic knowledge of content (class blog, October 28, 2011).

The activity produced numerous examples of military conflicts involving the United States military because I asked them to imagine they were in a U.S. History classroom. Other terms were brought up too such as the War on Drugs, War on Poverty, gang warfare and the Cold War.

Although I did not make any direct inference to how this device promotes higher level thinking for all students including many students with disabilities, connections were made to other research at the end of the lesson.

I did attempt to connect back the exercise we did on Marzano's Classroom Instruction that Works showing them how the Concept Mastery (CM) diagram uses "Identifying Similarities and Differences" in addition to other forms of instruction from the Marzano list. Immediately after I brought this up though I noted to myself that a better way to make this connection (and a more student-driven way) would have been to have my students pull out their Marzano sheets and tell me how the CM diagram fit into the chart. I need to work this into future lessons as their effectiveness and the research pieces are obvious to me because I

have used them extensively. However, it may not be obvious to my students. I also want them to see how the routines can automatically support differentiated instruction and can fit into Universal Design for Learning (class blog, October 28, 2011).

On a personal level, I struggled with how many of the strategies designed to support better learning outcomes for students with disabilities were so focused on helping students memorize facts. I had an opportunity during this lesson to challenge this issue with strategies and students with disabilities, but did not take advantage of the moment.

Conclusion

In response to the research question, findings were sorted into three major themes analyzed through the PWT lens of practice (what I do), theory (how I understand), and ethics (why I do) (Dalmau & Guðjónsdóttir, 2002). The codes and themes revealed through my data appeared within and across these three reflective sections. The themes looked at course development, unlearning perceptions of disability, and instructional practices. Overall the findings demonstrated detailed planning for EDSP 404, resulting in an organized and content rich course. Course lessons and projects mostly aligned with the required course objectives. Students were involved in a number of interactive activities and projects also aligned with course objectives. When examining course development and planning, there were also some potential issues noted with how I structured the course. The Council for Exceptional Children (CEC) Specialty Professional Association (SPA) standards aligned to course goals in the syllabus, weekly lessons, and major projects, while no connections were made to any professional standards or expectations within the National Council for the Social Studies (NCSS), the professional association of the pre-service educators taking my course. Although this alignment

was neither a college or accreditation requirement, both professional organizations inform my practice with my dual background, and addressing common themes within both organizations does serve to better inform pre-service social studies educators by making relevant connections between the disciplines of special education and social studies education.

With regard to helping students unlearn perceptions of disability and special education, my findings suggested that my early instructional lessons provided multiple images of disability to promote discussion of how society constructs disability. Students were introduced to theoretical models of disability and asked to apply these models to a variety of scenarios and consider where they fall within the continuum of models. Also, an historical examination of disability took place, showing how perceptions of disability changed throughout history. The theme of unlearning perceptions aligned with my ethical belief that disability is socially constructed within a “normal” society (Anastasiou & Kauffman, 2011; Foucault, 1977). The three projects I examined asked students to scrutinize their assumptions about disability and ability and explore how disability is portrayed and shaped in schools and society. Although the projects seemed to meet the intended requirements, there were some potential issues identified that affect how the assignments created opportunities for students to challenge perceptions and develop an understanding of disability and special education. The disability in film project did the most to challenge perceptions of disability, but lacked a clear connection to classroom practice for the students. The disability category mini-lessons shared characteristics of disability and addressed special education needs, but looked at disability primarily through the lens of the medical model. The classroom-student inquiry project provided a number of tasks that helped pre-service teachers become more knowledgeable about special education services in schools and more familiar with what it is like to instruct students with disabilities. The structured tasks

within the project promoted opportunities for students to challenge their preconceived notions about disability and special education.

Finally, the findings indicated that I modeled many of the high impact practices I expected my students to use when working with diverse populations in their own classrooms, but I did not have the students reflect on these practices. For example, throughout the semester students learned a number of evidence-based practices that support student recall of essential details in subject-area content, but no reflection took place regarding how these strategies might influence student learning within specific disability categories. Evaluations, blog comments, and interviews indicated that students assumed there was a narrow range of strategies designed to impact students with specific disabilities. Marzano (2009) cautioned us to understand that strategies with high effect sizes will not always work for all students or fit with all content being taught. In addition, an overemphasis on a narrow set of “high-yield” strategies does not recognize the complexity of classroom instruction and the importance of selecting instruction that reflects “the subject matter and learners at hand” (Grant, 2003, p. 43). In addition, no connection was made to how these strategies serve as frameworks for “ambitious teaching and learning” (Grant, 2003, p. 187) within a social studies classroom. In most instances, I placed more emphasis addressing the use of strategies to improve factual recall and placed less importance on higher order thinking skills, mirroring the literature in the field that examines students with disabilities learning social studies content.

CHAPTER 6:

CONCLUSIONS AND IMPLICATIONS FOR FUTURE PRACTICE

This self-study represents an examination of how one teacher educator approached preparing prospective social studies educators to understand disability, special education, and the instructional needs of students with disabilities in the general education classroom. Chapter 5 presents an analysis of the data collected in relation to the research question and it revealed a positive but not perfect effort to develop a course connecting future secondary social studies general education teachers to the field of special education. The themes designing and structuring the course, unlearning perceptions of disability, and demonstrating instructional best practices emerged from the data. The themes were important in that they revealed a personal background for improving my own practice, but they also represented one piece of the larger teacher educator landscape used to inform future research (Clandinin & Connelly, 2004). In this chapter I briefly revisit the study limitations inherent in self-study. I then situate the themes embedded in my findings within Professional Working Theory to show how PWT challenged and illuminated my teacher education practices through the lens of practice, theory, and ethics. Finally, I suggest potential implications for my own future research and the research of others in teacher education, noting how the process of self-study generates multiple research paths.

Limitations

Self-study is an on-going practice of critical reflection involving data collection of personal experiences, analyzing successful practices and recognizing practices that do not work as envisioned. A potential limitation of this process is researcher bias where select data are purposely not reported, limiting the trustworthiness of the study. To address this potential bias, I built in personal journaling and collaborative structures such as participant observations and

student reflection of my practices in the form of random interviews and a class blog journaling my experience. These multiple data collection opportunities highlighted important themes in the work.

Another potential limitation involves the collaborative process itself. The participant observers were work colleagues who may have avoided critical moments in the data collection out of deference to my own feelings. Similarly, the students who participated in my class blog, interviews, or provided email or face-to-face feedback may have limited their comments recognizing my position of power as their instructor. To counteract this limitation, I regularly offered an open account of my self-study process, frequently mentioned the self-improvement aspect of self-study, provided anonymity to my collaborators, and created opportunities for individuals to opt-out of any part of the process.

Finally, part of data gathering involved collecting information about my past and piecing together a story of my identities within social studies, special education, and teacher education. When recalling personal history, inherent biases about the events and how they transpired are likely. To create a more accurate understanding of my past I relied on shared conversations with parents and colleagues in addition to artifacts collected over the years that helped piece together, affirm, or question personal recollections.

Situating the Findings Within Professional Working Theory

This self-study was motivated by an interest in how my pedagogical practice addressed pre-service teacher perception of disability and teaching students with disabilities. I approached teaching with a degree of confidence in my methods and skills, while also understanding that this reflective examination of my practice might yield opportunities to make tangible improvements to how I plan and deliver instruction. Dalmau and Guðjónsdóttir (2002) noted that the PWT

process creates an opportunity for teachers to “recognize the problematic in the familiar,” and it also promotes an awareness of those outside influences that potentially impact practice (p. 112). This quality of PWT made it an appealing tool for my study. Prior to my self-study, I handled teacher education practice as a “commonsense activity” rather than a professional practice requiring both special preparation about the job responsibilities and a scholarly understanding of teacher education literature examining those practices (Boyd & Harris, 2010; Zeichner, 2005, p. 123). At this point in my career, I never explicitly considered the theoretical underpinnings of my own practice. My own commonsense practice involved going through the steps necessary to address the course objectives by aligning each week’s lesson to one or more objectives, designing activities or borrowing from what was previously done to teach students about a given topic. I provided formative and summative assessments to gauge and demonstrate student understanding, but the course was taught in a series of compartmentalized weeks with little thought as to what overall outcomes I wanted to achieve. I came into class, shared the content, checked for understanding of the content and then repeated the process each week. Often instruction felt more like I was providing a “bag of tricks” for my students to implement in the classroom, placing an emphasis on the quantity of specific strategies I could share instead of considering the quality of my instruction (Pugach, 2005, p. 564). I performed the daily teaching role without conceptualizing the big picture understanding of what it means to be a teacher educator, or that there was research in the field of benefit to me that examined the conceptual underpinnings and practice of teacher education. One important implication of my practice is how the implementation of PWT forced the shift in my thinking from commonsense practice to what it means to practice what I preach. PWT created an opportunity to provoke and challenge those familiar interpretations of my teaching that support existing perceptions. I assumed that

there were gaps in my planning and implementation, but had little understanding of how a detailed analysis would reveal opportunities for more in-depth changes to my pedagogical practice.

Addressing Practice: What I Do

The theme designing and structuring the course revealed a number of findings that highlighted positive practices and identified areas of improvement. I learned through my findings that I made a strong effort to create a course modeling research-based practices that impact all learners, but I was inconsistent in revealing to the pre-service students how my planning provided models they could apply in their own attempts to address the needs of students with disabilities. I attempted to construct a complete course using UDL and SMARTER planning techniques, but I did little to share the theoretical underpinnings of these planning methods, or share the challenges I experienced in trying to maintain this high level of planning as the semester progressed. In particular, the struggle to maintain my planning goals and recognize the theory driving my planning practices was a teachable moment that needed to be shared with students. These struggles speak to similar tensions faced by teachers in the field. Implementing new practices takes time, involves setbacks, and immediate results are not always apparent. Crowe and Berry (2007) noted that if teacher educators want students to think like teachers, it is necessary to provide “opportunities to see into the thinking like a teacher of experienced others” (p.38). The process of PWT exposed how important it is for teacher educators to show students the “social, motivational, and curricular dilemmas inherent in teaching” (Samaras, 2002, p. 149). Merely identifying and modeling effective pedagogical approaches to pre-service teachers is not enough to impact perceptions that students carry with them into teacher preparation programs (Patrick & Pintrich, 2001; Pugach, 2005).

Dalmau and Guðjónsdóttir (2002) used PWT to open a dialogue that connected the concrete experience with abstract theory, because they recognized how teachers relied on concrete experience while struggling to understand or sometimes sidestepping abstract theory and research that informed pedagogical practice. Going through PWT provided a similar experience for me by demonstrating that to help students form a conceptual framework for teaching students with disabilities, I needed to move away from simply providing a variety of strategies to developing learning experiences that support a deeper reflection of pedagogical practice, the theory underlying the practice, and the ethical reasons driving the practice in an inclusive classroom setting. This means that students need to experience how the strategies fit within social studies content and impact students with disabilities. They also need to understand the research behind the methods and relate that research to what they are experiencing in their field placements.

Another revelation within my own practice concerned how the theoretical frameworks of social studies education and social studies teacher preparation standards serve as powerful connecting points for how social studies educators should support students receiving special education services. I was making few concrete connections between what is best practice in the social studies classroom and what practices align well with supporting the needs of students receiving special education services. This omission of connections within my own course parallels concerns noted by several authors regarding a disconnect between social studies and special education in the literature (Ferretti & Okolo, 1996; Lintner & Schweder, 2008; O'Brien, 2000; Lucas & Passe 2016). As schools continue to move toward more inclusive practices, this finding has significant implications for teacher preparation. NCSS (2010b) takes the position that powerful teaching and learning is meaningful, integrative, value-based, and authentic. These are

characteristics that support and impact learning for all students. In 2013 NCSS released the C3 Framework providing another way to connect the needs of exceptional learners with social studies pedagogy. Pre-service social studies educators need to know the expectations of professional practice advocated by the NCSS and scholars within social studies, and how those expectations fit with educating students with disabilities.

During the course of data collection and my examination using PWT, I recognized that lessons and projects I developed did not necessarily have a structure that encouraged students to think about their attitudes regarding disability. This suggested the need for a different approach to address perceptions of disability and also address how this topic of disability relates to the social studies classroom. My lesson and assignment requirements needed modifications to create a more effective experience that aligned with my larger goal to shape understanding about disability and teaching students with disabilities. Project-based learning opportunities drive much of the instruction addressing perceptions of disability and special education in my EDSP 404 course. PWT revealed that even though the projects might have aligned correctly to the intended course and project objectives, the timing of the project within the semester and students' prior knowledge affected the intention of the projects. Curriculum realignment was necessary to better reflect the needed prerequisite learning experiences prior to introduction of a project to the students.

Within the theme of demonstrating best instructional practices, it became clear that I incorporated many of the high impact strategies recommended within the special education field that I expected my students to use when working with exceptional learners in their own classrooms. However, I missed multiple opportunities to connect these strategies to social studies literature addressing how the best social studies teachers make learning meaningful and

challenging while also understanding the background and needs of students (Grant, 2003; Parker, 1991). I treated the strategies as a piece of content to be learned. Although my knowledge base expanded after reviewing the literature intersecting special education and social studies, I barely addressed some of these studies in my course. Little was done to have students examine how strategies impact students with specific needs. Pre-service teachers were not engaged in analysis regarding how the strategies might impact how we teach, particularly in social studies settings. A teacher educator who promotes this type of metacognitive level of engagement completes what Russell (1997) and Ritter (2010) refer to as a pedagogical turn where the focus shifts beyond what is good practice to addressing how or why the practice is effective. Teacher educators new to the profession tend to focus more on basic understanding of content (Zeichner, 2005). This was a clear implication for my own practice and an important consideration for any teacher educator who is relatively new to the field.

Examining Theory: How I Understand

As both a classroom teacher and a teacher educator, I gave little thought about the theory driving my practice until I began my self-study. Adler (2008) suggested that it is important to make the “tacit theories of teacher education practitioners public and explicit” so that both students and other teacher educators understand how abstract theory and practice intersect (p. 333). There were few instances in which I shared the theoretical background driving the practice within my classes and assignments. Most of the focus addressed evidence-based practices and their importance to the field of special education with limited connections to research using social studies content. My findings demonstrated that discussion of theory was generally independent of how that theory applies to the teacher profession. Little was done to connect how behaviorism and social learning theory historically influenced special education instruction, or

how constructivism and inquiry-based learning drove my own practice as a social studies educator. Although I was familiar with a limited base of research intersecting social studies and special education with regard to higher levels of inquiry learning, I made few connections with my students. I stayed more focused on the special education studies addressing how to help students memorize essential content. This has important implications for teacher educators who want to make special education and disability topics relevant to pre-service teachers with particular content interests.

The area where theory received the most attention revolved around the theme of unlearning perceptions of disability and the medicalized and sociocultural models of disability (Connor, 2013), as well as Wolfensberger's (1998) theory of Social Role Valorization within the Disability in Film project and other activities intended to address image of disability. However, there were opportunities for these themes to reappear throughout the course but this rarely happened. This became another clear example of activity driven instruction that did not consider the need to make continual connections throughout the semester. This is a practice that particularly benefits students with disabilities that I failed to model with frequency in my own course (De La Paz & MacArthur, 2003; Fontana, 2004; Bulgren, Sampson Graner, & Deshler, 2013).

Understanding Ethics: Why I Do

Reflecting on past practice and identity formation is a common part of the self-study process and is valued within Professional Working Theory (Dalmau & Guðjónsdóttir, 2002; Johnston, 2006). In Chapter 4, I reflected on my past and positioned myself within a social studies identity, special education identity, and teacher educator identity. This represented the first time I analyzed how my past continually shapes who I am today. My value system formed

through experiences as a student in high school and college, a person who faced disability, and an educator who emphasized authentic learning experiences early in my career. My self-study discovered within my professional practice an emphasis on principles that I valued early in my life, namely that I attempt to engage and accommodate the individual needs of all students, provide meaningful real life experiences to support student learning, and help students understand the impact of disability in a social and academic context. This revealed itself in my attempt to create a UDL driven course, accessible to all students entering the classroom. Primarily through the theme of unlearning perceptions of disability, I saw how projects and individual lessons were grounded in the principle that students with disabilities should be fully included to the maximum extent possible with their peers without disabilities. Furthermore, lessons and projects emphasized a sociocultural view over a medicalized view of disability. An instructor's personal view of disability is an important consideration when teaching an introductory course in special education. Sociocultural and medicalized frameworks have the potential to impact student perceptions of disability through lessons, projects, and how an instructor talks about disability to students (Connor, 2013; Cosier & Pearson, 2016).

One of the more personally disconcerting aspects of this study was the realization that I gave little credence to many of the theoretical principles or best practices I learned as a student until much later in my educational career. The limited emphasis on how theory connects to practice within my course paralleled how I treated theory early in my education and career. My self-study research reemphasized the importance of theory as it relates to practice and it made me begin to think of ways to better connect theory with experience. This demonstrates the potential benefit of PWT as a tool for self-study inquiry. By examining practice, theory, and ethics, PWT

helps teachers connect and understand theory as it relates to their experiences (Dalmau & Guðjónsdóttir, 2002).

Implications for Future Research and Practice

This investigation explored how I act to facilitate prospective secondary social studies teachers' understanding about disability and teaching students with disabilities and provided several implications for future research and practice. The most immediate implication of this investigation is within my own practice as a teacher educator in EDSP 404 and the future self-study opportunities connected to this course. Although I selected an end point to my data collection for this particular study, the PWT reflective process remains in place and opens directions to expand my understanding of the impact EDSP 404 has on future teachers. Loughran and Northfield (1998) noted, “learning through self-study unavoidably means that the results of self-study create new opportunities for self-study” (p. 14). This is true of my experience as I further my understanding of how students are impacted by my practices as a teacher educator, and is an important consideration for anyone considering self-study as a research approach. One new direction within my self-study is to include students as participants in their own self-studies chronicling the impact an introductory special education course has on their views about disability and special education. Although there are several studies examining pre-service students’ perceptions and understanding of students with disabilities (Bradshaw & Mundia, 2005; Brownlee & Carrington, 2000; Mullen, 2001), many of these studies identify attitudes and beliefs, but do not address how the individuals studied negotiate and transform those negative perceptions. This opens an opportunity to use self-study as a collaborative tool between the pre-service teacher and the teacher educator to look at pedagogy as it relates to the changing perceptions of students in a teacher preparation program. This type of self-study approach is not

uncommon within teacher education. A teacher educator using self-study methodology and sharing it with pre-service educators aligns well with the frequent calls for teacher educators to “practice what we preach” and share these practices with our students (Intrator & Kunzman, 2009; LaBoskey, 2007, p. 819; Zeichner, 2005). Zeichner (2005) noted that having pre-service teachers practice self-study methodology grounds them in reflective practices that are applicable to all stages of their careers. It also provides the teacher educator with an additional way to know how pre-service teachers understand themselves and their role as educators (Samaras, 2002).

Self-study is a process of knowledge creation focused first on individual practitioners, but it takes on more meaning when the discussion extends into a broader community (Dalmau & Guðjónsdóttir, 2002). Zeichner (2007) suggested that teacher educators expand the role of self-study beyond the improvement of individual practice by considering how to build on what others learned in similarly themed studies. Crowe (2010) followed this guidance with a book addressing self-study within social studies teacher education. However, most self-study literature up to this point addressed topics such as methodology, reform, and personal accounts, but subject area focus still represents a significant gap in self-study literature (Crowe, 2010; Vanassche & Kelchtermans, 2015).

The question of how special education is addressed in social studies teacher preparation is a relevant concern within the social studies scholarly community (Lucas & Passe, 2016; Pugach, 2005). My study begins to examine this concern by addressing the combined special education and social studies subject-area focus while examining the methodology used to facilitate understanding about disability and special education. It begins to fill one gap within social studies teacher education research as it relates to preparing social studies teachers to work in inclusive educational settings with exceptional learners. It also creates a collaborative

opportunity to work with others in the field to improve social studies teacher preparation (Dinkelman, 2010; Hawley, 2010).

Implications for Collaborative Self-Study Research

Dalmau and Guðjónsdóttir (2002) noted that PWT provides opportunities to create knowledge, build theory and guide teachers as they “build new understandings of learning, teaching, and educational change” (p. 111). Although the primary goal behind this self-study was improving my own practice, I recognize that my unique position crossing social studies and special education as a teacher educator might encourage and generate research interest from others in both special education and social studies education. If others consider how social studies teacher preparation programs address special education and disability, the resulting accumulation of knowledge would provide an opportunity for a comparison of practices, successes, and challenges.

Collaboration is an important feature found in self-study research, serving to provide needed support, critique, and validity during a process that otherwise seems isolated to the person completing the study (Bodone, Guðjónsdóttir, & Dalmau, 2007; Dalmau & Guðjónsdóttir, 2002; Laboskey, 2007). My self-study addressed one section of an introduction to special education course taught at the university and I included collaborative opportunities with colleagues who observed my teaching and students enrolled in the course who provided observations and critiques about their experiences through blog comments and interviews. In addition to the class I teach, we offer another section of EDSP 404 for future secondary educators in English, mathematics and science. In addition, there are multiple sections of EDSP 361, the introduction to special education course for elementary and middle school education majors. These similarly aligned courses provide opportunities for teacher educators within my

school to develop a research collective that uses self-study and PWT to examine themes that the various courses negotiate. This type of collaboration would add a layer of complexity and trustworthiness to self-study and also places the emphasis on program improvement, moving beyond the individual.

This same collaborative process could be carried into other courses within the college that support teacher preparation, possibly looking at how disability is addressed in other coursework not directly related to an introduction to special education class. Connor (2013) challenged educators to question the founding norms of special education and consider how disability studies fits within the social education “lens of history, politics, economics, sociology, geography, anthropology, and psychology” (p. 506). He noted that common social issues and major events in history such as the Civil Rights movement have connections and parallels to disability rights and these topics challenge the medical/deficit model view of disability. Self-study would provide a way to understand how disability is addressed in core subject area courses and within educational foundations. Cosier and Pearson (2016) suggested there is a disconnect between teacher education and disability studies and encouraged teacher educators to infuse disability studies into their teacher preparation curricula. Gilham and Tompkins (2016) completed a self-study of two pre-service foundations courses suggesting that pre-service educators need disability studies woven within the teacher preparation curriculum to strengthen inclusive education in the schools. Self-study would allow teacher educators an opportunity to share how an infusion like this looks and evolves in teacher preparation, comparing experiences and improving the quality of disability studies instruction. Nearly all teacher preparation programs offer one or more courses addressing educational foundations and special education, so these studies need not be limited to one university. This also has implications in that single

courses addressing special education have limited effect on “prospective teachers’ knowledge, attitudes, and practices” with diverse populations (Banks et al., 2005, p. 274). Collaborative self-studies across a variety of teacher preparation programs would provide the content specific focus recommended by Zeichner (2007) and it would also open opportunities to improve or change common practices that exist across teacher preparation programs.

Using Professional Working Theory Within Self-Study

In addition to the paths mentioned earlier regarding self-study research, teacher educators might consider ways to include PWT as a model for examining professional practice. Other than the work of Dalmau and Guðjónsdóttir, there are no specific studies using PWT as a research tool, and they specifically used it with teachers practicing in the field. The opportunity for teacher educators to implement PWT within collaborative self-studies and also share PWT with pre-service teachers as a tool for critical reflective practice should not be overlooked.

Using Self-Study to Open Other Professional Opportunities

Completing this self-study helped me understand how the reflection process is not limited to improving one’s own practice or collaboratively improving the practice of a teacher preparation program. It also creates opportunities to connect research in the field with practice and then professionally share those connections with others. The use of PWT as an analysis tool created a structure of examining a practice and connecting it to the underlying theory and research-base. These structures provide a natural segue into the development of research to practice manuscripts to share with others in the field of social studies and special education. Through my self-study findings, opportunities opened to share how I (a) address interdisciplinary co-teaching and collaboration (Minarik & Coughlin, 2013), (b) teach about disability history (Minarik, Carroll, & Sheridan, 2016; Minarik & Lintner, 2013), (c) introduce disability and

special education to social studies educators (Minarik & Lintner, 2016), and (d) address the image of disability using film (Minarik & Blevins, 2017). Others who decide to use PWT as a tool for critical self-reflection might experience similar revelations that open opportunities to share new ideas within their field.

Conclusion

Ultimately a major challenge of self-study research is developing a study that both informs one's own practice and also creates opportunities to impact the practice of others in the field. The inclusion of these dual purposes helps distinguish what Dewey (1933) and Schön (1983) considered as reflective practice with Loughran and Northfield's (1998) description of self-study as "an extension of reflection on practice, with aspirations that go beyond professional development and move to a wider communication and consideration of ideas" (p. 15). This study contained the critical self-reflection inherent in self-study by showing what I previously was unaware of in my own practice and providing clarification about existing understandings. The self-study also generated multiple opportunities to share ideas for professionals in the fields of special education, social studies education, and teacher education. The inclusion of PWT as a structure for critical reflection resulted in a tool that I continually use as a teacher educator to improve my practice while also generating potential future directions for scholarly research and the development of research to practice connections that support both my instruction and the practice of other professionals.

Samaras (2002) described her autobiographical self-study as a continuous process of constructing and reconstructing her knowledge in an attempt to improve teacher education. She stated that self-study is "a critical examination of one's actions and the context of those actions in order to achieve a more conscious mode of professional activity, in contrast to action based on

habit, tradition, and impulse” (p. xiii). Similarly, my self-study began a lifelong process of critical examination to improve my practice, not just in EDSP 404, but in all that I do as a teacher educator. Using self-study and PWT provided a glimpse into my evolving role of teacher educator, constantly innovating and learning to improve my practice, molding my theoretical development, and building on the ethical principles that inform my various identities that I negotiate as a professional. Specifically, the findings in this study informed my pedagogical practices associated with facilitating prospective social studies teachers’ understanding about disability and teaching students with disabilities. However, the experience of using self-study and PWT went beyond responding to a research question related to my own practice. This experience now finds itself interwoven in my continued development as a teacher educator and it serves as the beginning of a reflective practice that has “the power to effect change in perceptions and, ultimately, actions” within teacher education (King et al., 2009, p. 390).

REFERENCES

- Adams, P. (2006). Exploring social constructivism: Theories and practicalities. *Education 3-13*, 34(3), 243-257. doi:10.1080/03004270600898893
- Adler, S. (2008). The education of social studies teachers. In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of Research in Social Studies Education* (pp. 329-351). New York: Routledge.
- Adler, S. (Ed.) (2004). *Critical issues in social studies teacher education*. Greenwich, CT: Information Age Publishing.
- Allan, J. (2006). The repetition of exclusion. *International Journal of Inclusive Education*, 10(2/3), 121-133.
- Allday, R. A., Neilsen-Gatti, S., & Hudson, T. M. (2013). Preparation for inclusion in teacher education pre-service curricula. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 36(4), 298-311. doi:10.1177/0888406413497485
- Allday, R. A., Neilson-Gatti, S., & Hudson, T. M. (2013). Preparation for inclusion in teacher education pre-service curricula. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 36(4), 298-311.
- Altieri, E. (1998). Using literacy activities to construct new understandings of disability. *National Reading Conference Yearbook*, 47, 529-541.
- Altieri, E. M., Colley, K. M., & Daniel, L. S. (2008). Project MERGE: Merging expertise for results in general education: H325T080047 Special Education Training Improvement Grant, Funded by USDOE, Office of Special Education Programs.

- Altieri, E. M., Rose, D. G., Dickenson, K. W., Colley, K. W., Robbins, H. H., Daniel, L. S., & Moore, S. J. (2012). Transforming our practice: Coteaching, coplacement, collaboration. *The Teacher Educators' Journal*, *XIX*, 5-22.
- Anastasiou, D., & Kauffman, J. M. (2011). A social constructionist approach to disability: Implications for special education. *Exceptional Children*, *77*(3), 367-384.
- Armento, B. J. (1996). The professional development of social studies educators. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 485-502). New York: Simon and Schuster Macmillan.
- Author. (1993, January 28). Old south parade canceled at Auburn. *Times Daily*, p. 2B. Retrieved from <https://news.google.com/newspapers?id=VIUeAAAAIIBAJ&sjid=ScgEAAAAIIBAJ&pg=2648%2C3687583>
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.
- Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., Darling-Hammond, L., Duffy, H., with McDonald, M. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (pp. 232-274). San Francisco, CA: Jossey-Bass.
- Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Mahweh, New Jersey: Lawrence Erlbaum Associates.

- Barton, K. C., & Levstik, L. S. (2010). Why don't more history teachers engage students in interpretation? In W. C. Parker (Ed.), *Social studies today: Research and practice* (pp. 35-42). New York, NY: Routledge.
- Baumeister, R. F., & Leary, M. R. (1997). Writing Narrative Literature Reviews. *Review of General Psychology*, 1(3), 311-320. Retrieved from http://mrgibbs.com/tu/research/articles/literature_reviews_researched.pdf
- Bean, R. M., Zigmond, N., & Hartman, D. K. (1994). Adapted use of social studies textbooks in elementary classrooms. *Remedial & Special Education*, 15(4), 216.
- Beck, I. L., & McKeown, M. G. (1991). Research directions: Social studies texts are hard to understand: Mediating some of the difficulties. *Language Arts*, 68, 482-490.
- Berkeley, S., Marshak, L., Mastropieri, M. A., & Scruggs, T. E. (2010). Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes. *Remedial and Special Education*. doi:10.1177/0741932510361261
- Blankenship, T. L., Ayres, K. M., & Langone, J. (2005). Effects of Computer-Based Cognitive Mapping on Reading Comprehension for Students with Emotional Behavior Disorders. *Journal of Special Education Technology*, 20(2), 15-23.
- Bloom, B. S. (1971). Handbook on formative and summative evaluation of student learning.
- Bodone, F., Guðjónsdóttir, H., & Dalmau, M. C. (2004). Revisioning and recreating practice: Collaboration in self-study. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 1, pp. 743–784). Dordrecht; Boston; Norwell, MA: Kluwer Academic Publishers.

- Boon, R., III, C. F., Ayres, K. M., & Spencer, V. G. (2005). The effects of cognitive organizers to facilitate content-area learning for students with mild disabilities: A pilot study. *Journal of Instructional Psychology*, 32(2), 15-23. Retrieved from <http://www.freepatentsonline.com/article/Journal-Instructional-Psychology/134381058.html>
- Boon, R. T., Burke, M. D., Fore, C., & Spencer, V. G. (2006). The impact of cognitive organizers and technology-based practices on student success in secondary social studies classrooms. *Journal of Special Education Technology*, 21(1), 5-15.
- Boon, R. T., Burke, M. D., III, C. F., & Hagan-Burke, S. (2006). Improving student content knowledge in inclusive social studies classrooms using technology-based cognitive organizers: A systematic replication. *Learning Disabilities -- A Contemporary Journal*, 4(1), 1-17.
- Boon, R. T., Fore III, C., & Spencer, V. G. (2007). Teachers' attitudes and perceptions toward the use of Inspiration 6 software in inclusive world history classes at the secondary level. *Journal of Instructional Psychology*, 34(3), 166-171.
- Boon, R. T., III, C. F., Blankenship, T., & Chalk, J. (2007). Technology-based practices in social studies instruction for students with high-incidence disabilities: A review of the literature. *Journal of Special Education Technology*, 22(4), 41-56.
- Boon, R. T., III, C. F., & Rasheed, S. (2007). Student's attitudes and perceptions toward technology-based applications and guided noted instruction in high school world history classrooms *Reading Improvement*, 44(1), 23-31.

- Bos, C. S., Anders, P. L., Filip, D., & Jaffe, L. E. (1989). The effects of an interactive instructional strategy for enhancing reading comprehension and content area learning for students with learning disabilities. *Journal of Learning Disabilities, 22*(6).
- Bouck, E. C., Courtad, C. A., Heutsche, A., Okolo, C. M., & Englert, C. S. (2009). The virtual history museum. *Teaching Exceptional Children, 42*(2), 14-20.
- Boudah, D. J., Lenz, B. K., Bulgren, J. A., Shumaker, J. B., Deshler, D. D. (2000). Don't water down! Enhance: Content learning through the unit organizer routine. *Teaching Exceptional Children, 32*(3), 48-56.
- Boyd, P., & Harris, K. (2010). Becoming a university lecturer in teacher education: Expert school teachers reconstructing their pedagogy and identity. *Professional Development in Education, 36*(1-2), 9-24.
- Bradshaw, L., & Mundia, L. (2005). Understanding pre-service teachers' construct of disability: A metacognitive process. *Disability & Society, 20*(5), 563-574.
doi:10.1080/09687590500156329
- Brandenburg, R. (2008). *Powerful pedagogy: Self-study of a teacher educator's practice*. Dordrecht: Springer.
- Bransford, J., Darling-Hammond, L., & LePage, P. (2005). Introduction. In L. Darling-Hammond (Ed.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 1-39). San Francisco: Jossey-Bass.
- Brantlinger, E. (2005). Slippery shibboleths. In S. L. Gabel (Ed.), *Disability studies in education* (pp. 125-138). New York: Peter Lang Publishing.

- Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (1995). Elaborative maps for enhanced learning of historical information: Uniting spatial, verbal, and imaginal information. *Journal of Special Education, 28*(4), 440.
- Brophy, J. (1990). Teaching Social Studies for Understanding and Higher-Order Applications. *Elementary School Journal, 90*(4), 351-417. Retrieved from <http://www.jstor.org/stable/1001938>
- Brophy, J., & Alleman J. (1998). Assessment in a social constructivist classroom. *Social Education, 62*(1), 32-34.
- Brophy, J. (Ed.) (2002). *Social constructivist teaching: Affordances and constraints*. New York: Elsevier Science.
- Brophy, J. (2006). Graham Nuthall and social constructivist teaching: Research-based cautions and qualifications. *Teaching and Teacher Education, 22*, 529-537.
- Brophy, J., & Alleman, J. (2008). Early elementary social studies. In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 33-49). New York, NY: Routledge.
- Brownlee, J., & Carrington, S. (2000). Opportunities for authentic experience and reflection: A teaching programme designed to change attitudes towards disability for pre-service teachers. *Support for Learning, 15*(3), 99-105.
- Bruner, J. S. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press.
- Bulgren, J., Deshler, D. D., & Lenz, K. B. (2007). Engaging adolescents with LD in higher order thinking about history concepts using integrated content enhancement routines. *Journal of Learning Disabilities, 40*(2), 121-133.

- Bulgren, J. A., Lenz, K. B., Deshler, D. D., & Schumaker, J. B. (2001). *The content enhancement series: The question exploration guide*. Lawrence, KS: Edge Enterprises.
- Bulgren, J. A., Sampson Graner, P., & Deshler, D. D. (2013). Literacy challenges and opportunities for students with learning disabilities in social studies and history. *Learning Disabilities Research & Practice*, 28(1), 17-27. doi:10.1111/ldrp.12003
- Bulgren, J. A., Schumaker, J. B., & Deshler, D. D. (1988). Winner of CLD's 1987 outstanding research award: Effectiveness of a concept teaching routine in enhancing the performance of LD students in secondary-level mainstream classes. *Learning Disability Quarterly*, 11(1), 3-17.
- Bulgren, J. A., Schumaker, J. B., & Deshler, D. D. (1993). *The content enhancement series: The concept mastery routine*. Lawrence, KS: Edge Enterprises.
- Bulgren, J. A., Schumaker, J. B., & Deshler, D. D. (1994). The effects of recall enhancement on the test performance of secondary students with and without learning disabilities. *Learning Disabilities Research & Practice*, 9, 2-11.
- Bullough, R. V., Jr., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21. Retrieved from <http://www.jstor.org/stable/3594469>
- Bullough, R. V., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21. doi:10.3102/0013189x030003013
- Burch, S., & Sutherland, I. (2006). Who's not yet here? American disability history. *Radical History Review*(94), 127-147.
- Campbell, J., & Oliver, M. (2013). *Disability politics: understanding our past, changing our future*. New York: Routledge.

- CAST. (2011). Universal design for learning guidelines version 2.0. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines>
- Chambers, C. R., Wehmeyer, M. L., Saito, Y., Lida, K. M., Lee, Y., & Singh, V. (2007). Self-determination: What do we do now? Where do we go? *Exceptionality*, 15(1), 3-15.
- Charmaz, K. (2009). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Clandinin, J. D., & Connelly, M. (2004). Knowledge, Narrative And Self-Study. *International Handbook of Self-Study of Teaching and Teacher Education Practices*, 575-600.
- Cochran-Smith, M., & Lytle, S. L. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25. Retrieved from <http://www.jstor.org/stable/1176137>
- Connor, D. J. (2013). Who "owns" dis/ability? The cultural work of critical special educators as insider-outsiders. *Theory & Research in Social Education*, 41(4), 494-513.
doi:10.1080/00933104.2013.838741
- Cosier, M., & Pearson, H. (2016). Can we talk? The underdeveloped dialogue between teacher education and disability studies. *SAGE Open*, 6(1), 2158244015626766.
doi:doi:10.1177/2158244015626766
- Covey, S. (2004). *7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Free Press.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: Sage.
- Crowe, A. R. (Ed.) (2010). *Advancing social studies education through self-study methodology*. New York: Springer.

- Crowe, A. R., & Berry, A. (2007). Teaching prospective teachers about learning to think like a teacher: Articulating our principles of practice. In T. Russell & J. Loughran (Eds.), *Enacting a pedagogy of teacher education: Values, relationships and practices* (pp. 31-44). New York, NY: Routledge.
- Crowe, A. R., & Dinkelman, T. (2010). Self-study and social studies: Framing the conversation. In A. R. Crowe (Ed.), *Advancing social studies education through self-study methodology*. New York: Springer.
- Curtis, C. K. (1991). Social studies for students at-risk and with disabilities. In J. P. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 157-174). New York: Macmillan Publishing Company.
- Curtis, C. K., & Shaver, J. P. (1980). Slow learners and the study of contemporary problems. *Social Education*, 44(4), 302-309.
- Dalmau, M. C., & Gudjonsdottir, H. (2002). Framing professional discourse with teachers: Professional working theory. In J. Loughran & T. Russell (Eds.), *Improving teacher education practices through self-study* (pp. 102-129). New York: Routledge.
- Davies, C. A. (2008). *Reflexive ethnography: A guide to researching selves and others* (2nd ed.). New York: Routledge.
- De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology*, 97(2), 139-156. doi:10.1037/0022-0663.97.2.139
- De La Paz, S., & MacArthur, C. (2003). Knowing the how and why of history: Expectations for secondary students with and without learning disabilities *Learning Disability Quarterly*, 26(2), 142-154.

- De La Paz, S., Morales, P., & Winston, P. M. (2007). Source interpretation: Teaching students with and without LD to read and write historically. *Journal of Learning Disabilities*, 40(2), 134-144.
- Dewey, J. (1916). *Democracy and education*. New York: The Free Press.
- Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process*. Boston: D.C. Heath.
- Dewey, J. (1938). *Experience and education*. (The Kappa Delta Pi lecture series, [no. 10]; Kappa Delta Pi lecture series). New York: Macmillan.
- Dewey, J. (1996). The democratic conception in education. In W. C. Parker (Ed.), *Educating the democratic mind* (pp. 25-44). Albany: State University of New York Press.
- Dinkelman, T. (2010). Complicating coherence: Self-study research and and social studies teacher education programs and practices. In A. Crowe (Ed.), *Advancing social studies education through self-study methodology* (pp. 157-175). New York: Springer.
- Dinkelman, T., Margolis, J., & Sikkenga, K. (2006). From teacher to teacher educator: Experiences, expectations, and expatriation. *Studying Teacher Education: Journal of Self-Study of Teacher Education Practices*, 4(2), 5-23. doi:10.1080/17425960600557447
- Dochy, F., de Rijdt, C., & Dyck, W. (2002). Cognitive prerequisites and learning: How far have we progressed since Bloom? Implications for educational practice and teaching. *Active Learning in Higher Education*, 3(3), 265-284. doi:10.1177/1469787402003003006
- Donaldson, R. M., Helmstetter, E., Donaldson, J., & West, R. (1994). Influencing high school students' attitudes toward and interactions with peers with disabilities. *Social Education*, 58(4), 233-237. Retrieved from <http://publications.socialstudies.org/se/5804/580405.html>.

- East, K. (2009). Using metaphors to uncover selves in my practice. *Studying Teacher Education: Journal of Self-Study of Teacher Education Practices*, 5(1), 21-31.
doi:10.1080/17425960902830377
- Ed Roberts 'The father of independent living'. (2008). Retrieved from
http://www.ilusa.com/links/022301ed_roberts.htm
- Edyburn, D. L. (1991). Fact retrieval by students with and without learning handicaps using print and electronic encyclopedias. *Journal of Special Education Technology*, 11(2), 75-90.
- Ellis, E. D. (1993). Integrative strategy instruction: A potential model for teaching content area subjects to adolescents with learning disabilities. *Journal of Learning Disabilities*, 26(6), 358-383, 398.
- Ellis, E. S. (1998). *The content enhancement series: The framing routine*. Lawrence, KS: Edge Enterprises.
- Ellis, E. S. (2009). Make sense strategies. Lillian, AL: Masterminds, LLC.
- Ellis, E., Farmer, T., & Newman, J. (2005). Big ideas about teaching big ideas. *Teaching Exceptional Children*, 38(1), 34-40.
- Espin, C. A., Cevasco, J., Van den Broek, P., Baker, S., & Gersten, R. (2007). History as narrative: The nature and quality of historical understanding for students with LD. *Journal of Learning Disabilities*, 40(2), 174-182.
- Feldman, A. (2003). Validity and quality in self-study. *Educational Researcher*, 32(3), 26-28.
- Ferretti, R. P., MacArthur, C. A., & Okolo, C. M. (2001). Teaching for historical understanding in inclusive classrooms. *Learning Disability Quarterly*, 24(1), 59-71. Retrieved from
<http://www.jstor.org/stable/1511296>

- Ferretti, R. P., & Okolo, C. M. (1996). Authenticity in learning: Multimedia design projects in the social studies for students with disabilities. *Journal of Learning Disabilities*, 29(5), 450-460.
- Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child Development Perspectives*, 3(1), 30-37. doi:10.1111/j.1750-8606.2008.00072.x
- Flick, U. (2006). *An introduction to qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Florian, L., Young, K., & Rouse, M. (2010). Preparing teachers for inclusive and diverse educational environments: studying curricular reform in an initial teacher education course. *International Journal of Inclusive Education*, 14(7), 709-722.
- Fontana, J. L. (2004). *Social studies and students with disabilities: Current status of instruction and a review of intervention research with middle and high school students* Vol. 17. T. E. Scruggs & M. A. Mastropieri (Eds.), *Research in secondary schools: Advances in learning and behavioral disabilities* (pp. 175-205). doi:10.1016/S0735-004X(04)17007-9
- Fontana, J. L., Scruggs, T., & Mastropieri, M. A. (2007). Mnemonic strategy instruction in inclusive secondary social studies classes. *Remedial and Special Education*, 28(6), 345-355. doi:10.1177/07419325070280060401
- Foucault, M. (1977). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). New York: Pantheon.
- Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Boston: Pearson.

- Fuchs, D., & Fuchs, L. S. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60(4), 294-309.
doi:10.1177/001440299406000402
- Fulton, J. (1989). *Complete guide to the cognitive process of instruction*. Richmond, VA: Developmental Skills Institute.
- Gersten, R., Baker, S. K., Smith-Johnson, J., Dimino, J., & Peterson, A. (2006). Eyes on the prize: Teaching complex historical content to middle school students with learning disabilities. *Exceptional Children*, 72(3), 264-280.
- Gilham, C., & Tompkins, J. (2016). Inclusion reconceptualized: Pre-service teacher education and disability studies in education. *Canadian Journal of Education* 39(4), 1-25.
- Gindis, B. (1999). Vygotsky's vision reshaping the practice of special education for the 21st century. *Remedial and Special Education*, 20(6), 333-340.
- Glaser, C. W., Rieth, H. J., Kinzer, C. K., Colburn, L. K., & Peter, J. (1999). A description of the impact of multimedia anchored instruction on classroom interactions. *Journal of Special Education Technology*, 14(2), 27-43.
- Gleason, M., & Carnine, D. (1991). Cumulative versus rapid introduction of new information. *Exceptional Children*, 57(4), 353-358.
- Goodley, D. (1999). Disability Research and the "Researcher Template": Reflections on Grounded Subjectivity in Ethnographic Research. *Qualitative Inquiry*, 5(1), 24.
- Grant, S. G. (2003). *History lessons: Teaching, learning, and testing in U.S. high school classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Grant, S. G., & Gradwell, J. M. (2009). The road to ambitious teaching: Creating big idea units in history classes. *Journal of Inquiry and Action in Education*, 2(1). Retrieved from <https://journal.buffalostate.edu/index.php/soe/article/viewPDFInterstitial/87/16>
- Grossman, P., Schoenfeld, A., & Lee, C. (2005). Teaching subject matter. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world*. San Francisco: Jossey-Bass.
- Hahn, H. (1991). Alternative views of empowerment: Social services and civil rights. *Journal of Rehabilitation*, 57(4).
- Ham, V., & Kane, R. (2007). Finding a way through the swamp: A case for self-study as research. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices*. Dordrecht, The Netherlands: Springer.
- Hamman, D., Gosselin, K., Romano, J., & Bunuan, R. (2010). Using possible-selves theory to understand the identity development of new teachers. *Teaching and teacher education*, 26(7), 1349-1361. doi:<http://dx.doi.org/10.1016/j.tate.2010.03.005>
- Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 358-389). San Francisco, CA: Jossey-Bass.
- Hardman, M. L., & Dawson, S. (2008). The impact of federal public policy on curriculum and instruction for students with disabilities in the general classroom. *Preventing School Failure*, 52(2), 5-11.

- Harmon, J. M., Katims, D. S., & Whittington, D. E. (1999). Helping middle school students learn with social studies texts. *Teaching Exceptional Children*, 32(1), 70-75.
- Harniss, M. K., Hollenbeck, K. L., Crawford, D. B., & Carnine, D. (1994). Content organization and instructional design issues in the development of history texts. *Learning Disability Quarterly*, 17(3), 235-248. Retrieved from <http://www.jstor.org/stable/1511076>
- Harvey, M. W., Yssel, N., Bauserman, A. D., & Merbler, J. B. (2010). Preservice teacher preparation for inclusion: An exploration of higher education teacher-training institutions. *Remedial and Special Education*, 31(1), 24-33. doi:10.1177/0741932508324397
- Hawley, T. S. (2010). Self-study methodology as a means toward ongoing rationale development and refinement. In A. R. Crowe (Ed.), *Advancing social studies education through self-study methodology*.
- Herczog, M. M. (2014). Implementing the C3 framework: What is our task as social studies leaders? Retrieved from National Council for the Social Studies website: <http://www.socialstudies.org/c3/implementingforleaders>
- Higgins, K., & Boone, R. (1990). Hypertext computer study guides in the social studies achievement of students with learning disabilities, remedial students, and regular education students. *Journal of Learning Disabilities*, 23(9).
- Higgins, K., Boone, R., & Lovitt, T. C. (1996). Hypertext support for remedial students and students with learning disabilities. *Journal of Learning Disabilities*, 29(4), 402-412.
- Horton, S. V., Boone, R. A., & Lovitt, T. C. (1990). Teaching social studies to learning disabled high school students: effects of a hypertext study guide. *British Journal of Educational Technology*, 21(2), 118-131. doi:10.1111/j.1467-8535.1990.tb00283.x

- Horton, S. V., Lovitt, T. C., Givens, A., & Nelson, R. (1989). Teaching social studies to high school students with academic handicaps in a mainstreamed setting: Effects of a computerized study guide. *Journal of Learning Disabilities*, 22(2).
- Horton, S. V., Lovitt, T. C., & Slocum, T. (1988). Teaching geography to high school students with academic deficits: Effects of a computerized map tutorial. *Learning Disability Quarterly*, 11(4), 371-379. Retrieved from <http://www.jstor.org/stable/1510783>
- Hudson, P. (1996). Using a learning set to increase the test performance of students with learning disabilities in social studies classes. *Learning Disabilities Research and Practice*, 11(2), 78-85.
- Hudson, P. (1997). Using teacher-guided practice to help students with learning disabilities acquire and retain social studies content. *Learning Disability Quarterly*, 20(1), 23-32. Retrieved from <http://www.jstor.org/stable/1511090>
- Hynd, C., Holschuh, J. P., & Hubbard, B. P. (2004). Thinking like a historian: College students' reading of multiple historical documents. *Journal of Literacy Research*, 36(2), 141-176. doi:10.1207/s15548430jlr3602_2
- Individuals with Disabilities Education Improvement Act of 2004, U.S. Government Printing Office, Pub. L. No. 108-446 (2007).
- Intrator, S., & Kunzman, R. (2009). Grounded: Practicing what we preach. *Journal of Teacher Education*, 60(5), 512-519.
- Johnston, M. (2006). The lamp and the mirror: Action research and self studies in the social studies. In K. C. Barton (Ed.), *Research methods in social studies education: Contemporary issues and perspectives* (pp. 57-83). Charlotte, NC: Information Age.

- Jones, S. R. (1996). Toward inclusive theory: Disability as social construction. *NASPA Journal*, 33(4), 347-353.
- Kinder, D., & Bursuck, W. (1993). History strategy instruction: Problem-solution-effect analysis, timeline, and vocabulary. *Exceptional Children*, 59(4), 324-335.
- Klingner, J. K., Sharon, V., & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The Elementary School Journal*, 99(1), 3-22. Retrieved from <http://www.jstor.org/stable/1002223>
- Kosnik, C., & Beck, C. (2008). We taught them about literacy but what did they learn? The impact of a preservice teacher education program on the practices of beginning teachers. *Studying Teacher Education: Journal of Self-Study of Teacher Education Practices*, 4(2), 115-128. doi:10.1080/17425960802433603
- Kudlick, C. J. (2003). Disability history: Why we need another "other". *The American Historical Review*, 108(3), 763-793.
- LaBoskey, V. K. (2007). The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices* (pp. 817-869). Dordrecht, The Netherlands: Springer.
- Lam, B., & Tsui, K. (2013). Examining the Alignment of Subject Learning Outcomes and Course Curricula Through Curriculum Mapping. *Australian Journal of Teacher Education*, 38(12). doi: 10.14221/ajte.2013v38n12.8
- Ledoux, M., & McHenry, N. (2004). A constructivist approach in the interdisciplinary instruction of science and language arts methods. *Teaching Education*, 15(4), 385-399. doi:10.1080/1047621042000304510

- Lenz, B. K., Bulgren, J. A., Kissam, B. R., & Taymans, J. (2004). SMARTER planning for academic diversity. In B. K. Lenz, D. D. Deshler, & B. R. Kissam (Eds.), *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Pearson.
- Lenz, B. K., Bulgren, J. A., Schumaker, J. B., Deshler, D. D., & Boudah, D. A. (1994). *The content enhancement series: The unit organizer routine*. Lawrence, KS: Edge Enterprises.
- Lenz, B. K., Schumaker, J. B., Deshler, D. D., & Bulgren, J. A. (1998). *The content enhancement series: The course organizer routine*. . Lawrence, KS: Edge Enterprises.
- Levstik, L. S. (2008). What happens in social studies classrooms? In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 50-62). New York, NY: Routledge.
- Levstik, L. S., & Tyson, C. A. (Eds.). (2008). *Handbook of research in social studies education*. New York, NY: Routledge.
- Lintner, T., & Schweder, W. (2008). Social studies in special education classrooms: A glimpse behind the closed door. *The Journal of Social Studies Research*, 32(1), 3-9.
- Lintner, T., Schweder, W., Passe, J., Dull, L., & McCoy, K. (2008, November 13). *A glimpse behing the closed door*. Paper presented at the College and University Faculty Assembly, Houston, Texas.
- Lombana, J. H. (1989). Counseling persons with disabilities: Summary and projections. *Journal of Counseling and Development*, 68(2).
- Longmore, P. K. (2009). Making disability an essential part of american history. *OAH Magazine of History*, 23(3), 11-15.

- Loughran, J. J. (2007). A history and context of self-study of teaching and teacher education practices. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices* (pp. 7-39). Dordrecht, The Netherlands: Springer.
- Loughran, J. J., Hamilton, M. L., LaBoskey, V. K., & Russell, T. (Eds.). (2007). *International handbook of self-study of teaching and teacher education practices*. Dordrecht, The Netherlands: Springer.
- Loughran, J. J., & Northfield, J. (1998). A framework for the development of self-study practice. In M. L. Hamilton (Ed.), *Reconceptualizing teaching practice: Self-study in teacher education* (pp. 7-18). London: Falmer Press.
- Lucas, A. G., & Passe, J. (2016). Are social studies methods textbooks preparing teachers to support students with disabilities in social studies classrooms? *The Journal of Social Studies Research*, <http://dx.doi.org/10.1016/j.jssr.2016.06.003>
- MacArthur, C. A., Ferretti, R. P., & Okolo, C. M. (2002). On defending controversial viewpoints: Debates of sixth graders about the desirability of early 20th-century American immigration. *Learning Disabilities Research & Practice (Blackwell Publishing Limited)*, 17(3), 160-172.
- Maheady, L., Sacca, M. K., & Harper, G. F. (1988). Classwide peer tutoring with mildly handicapped high school students. *Exceptional Children*, 55(1), 52-59.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria: Association for Supervision and Curriculum Development.
- Mastropieri, M. A., & Scruggs, T. E. (1989). Mnemonic social studies instruction: Social studies instruction. *Remedial and Special Education*, 10(3), 40-46.

- Mastropieri, M. A., Scruggs, T. E., Bakken, J. P., & Brigham, F. J. (1992). A complex mnemonic strategy for teaching states and their capitals: Comparing forward and backward associations. *Learning Disabilities Research & Practice*, 7(2), 96-103.
- Mastropieri, M. A., Scruggs, T. E., Spencer, V., & Fontana, J. (2003). Promoting success in high school world history: Peer tutoring versus guided notes. *Learning Disabilities Research & Practice (Blackwell Publishing Limited)*, 18(1), 52-65.
- Mastropieri, M. A., Scruggs, T. E., & Whedon, C. (1997). Using mnemonic strategies to teach information about U.S. presidents: A classroom-based investigation. *Learning Disability Quarterly*, 20(1), 13-21. Retrieved from <http://www.jstor.org/stable/1511089>
- Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Milson, A. J. (2002). The Internet and inquiry learning: Integrating medium and method in a sixth grade social studies classroom. *Theory & Research in Social Education*, 30(3), 330-353.
- Minarik, D. (2005). Citizenship education leads to self-determination. *T/TAC Bulletin*, 17(1).
Virginia Department of Education Training and Technical Assistance Center at Virginia Tech and Radford University.
- Minarik, D., and Blevins, M. (2017). "Going full retard": Teaching about disability through film. In W. Russell & S. Waters (Eds.). *Cinematic social studies: A resource for teaching and learning social studies with film* (pp. 101-128). Charlotte, NC: Information Age.
- Minarik, D., Carroll, M., & Sheridan, K. (2016). A compelling history worth mentioning. *Oregon Journal of the Social Studies*, 4(1), 58-69. Retrieved from <http://www.oregonsocialstudies.org/wp-content/uploads/2013/01/OJSS-Journal-0401.pdf>

- Minarik, D., & Coughlin, D. (2013). Don't forget me! Using special educators to support interdisciplinary teaching and learning. In T. Lintner (Ed.), *Integrative Strategies for the K-12 Social Studies Classroom* (pp. 167-190). Charlotte: Information Age.
- Minarik, D. W., & Hicks, D. (2011). Toward an inclusive social studies classroom. In T. Lintner & W. Schweder (Eds.), *Practical strategies for teaching k-12 social studies in inclusive classrooms* (pp. 47-56). Charlotte: Information Age.
- Minarik, D. W., & Lintner, T. (2011). The push for inclusive classrooms and the impact on social studies design and delivery. *Social Studies Review*, 50(1), 52-55.
- Minarik, D. W., & Lintner, T. (2013). Disability history: Humanity worth defending. *Ohio Social Studies Review*, 50(2), 15-21. Retrieved from <http://edhd.bgsu.edu/ossr/journal/index.php/ossr/article/view/76/32>
- Minarik, D., & Lintner, T. (2016). *Social studies and exceptional learners*. Silver Spring, Maryland: National Council for the Social Studies.
- Mullen, C. A. (2001). Disabilities awareness and the pre-service teacher: A blueprint of a mentoring intervention. *Journal of Education for Teaching*, 27(1), 39-61.
doi:10.1080/0260747012004253 7
- Murawski, W. W., & Decker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children*, 36(5), 52-58. Retrieved from http://teachingld.net/pdf/teaching_how-tos/murawski_36-5.pdf
- Murawski, W. W., & Hughes, C. E. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure*, 53(4), 267-277. doi:10.3200/PSFL.53.4.267-277

- Murawski, W. W., & Lochner, W. W. (2011). Observing Co-Teaching: What to Ask For, Look For, and Listen For. *Intervention in School and Clinic*, 46(3), 174-183.
doi:10.1177/1053451210378165
- Myers, C. B. (2002). Can self-study challenge the belief that telling, showing, and guided practice constitute adequate teacher education? In J. J. Loughran & T. Russell (Eds.), *Improving teacher education practices through self-study* (pp. 130-142). New York: Routledge Falmer.
- Naraian, S. (2010). General, special and ... inclusive: Refiguring professional identities in a collaboratively taught classroom. *Teaching and teacher education*, 26(8), 1677-1686.
doi:<http://dx.doi.org/10.1016/j.tate.2010.06.020>
- National Council for the Social Studies (NCSS). (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington, DC: National Council for the Social Studies.
- National Council for the Social Studies (NCSS). (2002). *National standards for social studies teachers* (pp. 34). Retrieved from
<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
- National Council for the Social Studies (NCSS). A vision of powerful teaching and learning in the social studies: building social understanding and civic efficacy. Retrieved from
<http://www.socialstudies.org/positions/powerful>
- National Council for the Social Studies (NCSS). (2010a). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, Maryland: National Council for the Social Studies.
- National Council for the Social Studies (NCSS). (2010b). *A vision of powerful teaching and learning in the social studies: Building social understanding and civic efficacy National*

- curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, Md: NCSS Publications.
- National Council for the Social Studies (NCSS). (2013). *Social studies for the next generation: Purposes, practices, and implications of the college, career, and civic life (C3) framework for social studies state standards*. (Bulletin No. 113). Silver Spring, Md: National Council for the Social Studies.
- Newmann, F. M. (1990). Qualities of thoughtful social studies classes: an empirical profile. *Journal of Curriculum Studies*, 22(3), 253-275. doi:10.1080/0022027900220304
- Nuthall, G. (2002). Social constructivist teaching and the shaping of students' knowledge and thinking. In J. Brophy (Ed.), *Social constructivist teaching: Affordances and constraints* (pp. 43-79). New York: Emerald.
- O'Brien, J. (2000). Enabling all students to learn in the laboratory of democracy. (Cover story). *Intervention in School & Clinic*, 35(4), 195-205.
- Okolo, C. M., & Ferretti, R. P. (1996a). The impact of multimedia design projects on the knowledge, attitudes, and collaboration of students in inclusive classrooms. *Journal of Computing in Childhood Education*, 7(3-4), 223-251.
- Okolo, C. M., & Ferretti, R. P. (1996b). Knowledge acquisition and technology-supported projects in the social studies for students with learning disabilities. *Journal of Special Education Technology*, 13(2), 91-103.
- Okolo, C. M., & Ferretti, R. P. (1998). Multimedia design projects in an inclusive social studies classroom. *Teaching Exceptional Children*, 31(1), 50.
- Okolo, C. M., & Ferretti, R. P. (2001). Preparing future citizens: Technology supported project-based learning in the social studies. In J. Woodward & L. Cuban (Eds.), *Technology*,

- Curriculum, and Professional Development: Adapting Schools to Meet the Needs of Students With Disabilities* (pp. 47-60). Thousand Oaks, Ca: Corwin Press.
- Okolo, C. M., Ferretti, R. P., & MacArthur, C. A. (2007). Talking about history: Discussions in a middle school inclusive classroom. *Journal of Learning Disabilities*, 40(2), 154-165.
- Parker, W. C. (1991). Achieving thinking and decision-making objectives in social studies. In J. P. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 345-356). New York, NY: Macmillan Publishing Company.
- Parker, W. C. (1996). "Advanced" ideas about democracy: Toward a pluralist conception of citizenship education. *Teachers College Record*, 98(1), 104-125. Retrieved from <http://www.tcrecord.org/content.asp?contentid=9597>
- Parker, W. C. (Ed.) (2010). *Social studies today: Research and practice*. New York, NY: Routledge.
- Passe, J., & Beattie, J. (1994). Social studies instruction for students with mild disabilities. *Remedial & Special Education*, 15(4), 227.
- Passe, J., & Lucas, A. (2011). Social studies teachers' beliefs and practices for teaching students with disabilities: A progress report. In T. Lintner & W. Schweder (Eds.), *Practical strategies for teaching k-12 social studies in inclusive classrooms*. Charlotte, NC: Information Age Publishing.
- Patrick, H., & Pintrich, P. R. (2001). Conceptual change in teachers' intuitive conceptions of learning, motivation, and instruction: The role of motivational and epistemological beliefs. In B. Torff & R. Sternberg (Eds.), *Understanding and teaching the intuitive mind: Student and teacher learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Patton, J. R., Polloway, E. A., & Cronin, M. E. (1987). Social studies instruction for handicapped students: A review of current practices. *Social Studies*, 78(3), 131-135.
- Pinnegar, S., & Hamilton, M. L. (2009a). Data analysis and interpretation in S-STTEP research *Self-study of practice as a genre of qualitative research* (Vol. 8, pp. 147-157). Netherlands: Springer
- Pinnegar, S., & Hamilton, M. L. (2009b). Data collection methods in S-STTEP research *Self-study of practice as a genre of qualitative research* (Vol. 8, pp. 103-138). Netherlands: Springer
- Pinnegar, S., & Hamilton, M. L. (2009c). Developing value for S-STTEP research by establishing trustworthiness and being trustworthy. *Self-study of practice as a genre of qualitative research* (Vol. 8, pp. 159-167). Netherlands: Springer
- Pisha, B., & Coyne, P. (2001). Smart from the start: The promise of universal design for learning. *Remedial and Special Education*, 22(4), 197-203.
doi:10.1177/074193250102200402
- Pugach, M. C. (2005). Research on preparing general education teachers to work with students with disabilities. In M. Cochran-Smith & K. M. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 549-590). Mahwah, NJ: Lawrence Erlbaum Associates.
- Reeve, J., & Halusic, M. (2009). How K-12 teachers can put self-determination theory principles into practice. *Theory and Research in Education*, 7(2), 145-154.
doi:10.1177/1477878509104319

- Reid, D. K., & Stone, C. A. (1991). Why is cognitive instruction effective? Underlying learning mechanisms. *Remedial and Special Education, 12*(3), 8-19.
doi:10.1177/074193259101200303
- Richardson, S. (1993). Active civic learning for secondary school students. *The Social Studies, 84*(5), 196-201. doi:10.1080/00377996.1993.9956259
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York: Macmillan.
- Ritter, J. K. (2010). Revealing praxis: A study of professional learning and development as a beginning social studies teacher educator. *Theory and Research in Social Education, 38*(4), 545-573.
- Ritter, J. K., Powell, D., & Hawley, T. S. (2007). Takin' it to the streets: A collaborative self-study into social studies field instruction. *Social Studies Research and Practice, 2*(3), 341-357. Retrieved from <http://www.socstrp.org/issues/getfile.cfm?volid=2&IssueID=6&ArticleID=71>
- Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. FeimanNemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education* (pp. 732-755). New York: Routledge.
- Rosenshine, B. V. (1986). Synthesis of research on explicit teaching. *Educational Leadership, 43*(7), 60-69.
- Rosenshine, B. (2012). Principles of Instruction: Research-based strategies that all teachers should know. *American Educator, 36*(1), 12-19, 39.

- Rose, M. L. (2006). Deaf and dumb in ancient Greece. In L. J. Davis (Ed.), *The disability studies reader* (2nd ed., pp. 17-31). New York: Routledge.
- Ross, A. H., & Stevens, K. B. (2003). Teaching spelling of social studies content vocabulary prior to using the vocabulary in inclusive learning environments: An examination of constant time delay, observational learning, and instructive feedback. *Journal of Behavioral Education, 12*(4), 287-309.
- Rossi, J. A., & Pace, C. M. (1998). Issues-centered instruction with low achieving high school students: The dilemmas of two teachers. (cover story). *Theory & Research in Social Education, 26*(3), 380-409.
- Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Rubin, B. C. (2007). "Laboratories of Democracy": A Situated Perspective on Learning Social Studies in Detracked Classrooms. *Theory & Research in Social Education, 35*(1), 62-95.
- Russell, T. (1997). Teaching teachers: How I teach is the message. In J. Loughran & T. Russell (Eds.), *Teaching about teaching: Purpose, passion, and pedagogy in teacher education* (pp. 32-47). London, England: Falmer Press.
- Russell, W. B., & Waters, S. (2010). Instructional methods for teaching social studies: A survey of what middle school students like and dislike about social studies instruction. *Journal for the Liberal Arts and Sciences, 14*(2), 7-14.
- Samaras, A. P., Adams-Legge, M., Breslin, D., Mittapalli, K., O'Looney, J. M., & Wilcox, D. R. (2007). Building a plane while flying it: Reflections of teaching and learning self-study. *Reflective Practice, 8*(4), 467-481. doi:10.1080/14623940701649696
- Samaras, A. P., & Freese, A. R. (2011). *Self-study of teaching practices*. New York: Peter Lang.

- Samuels, C. (2015, December 10). What does ESSA mean for special education? Retrieved from http://blogs.edweek.org/edweek/special/2015/12/essa_special_education.html
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schulte, A. K. (2007). Examples of practice: Professional knowledge and self-study in multicultural teacher education. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices* (pp. 709-742). Dordrecht, The Netherlands: Springer.
- Schweder, W. (2011). Knowing your students. In T. Lintner & W. Schweder (Eds.), *Practical strategies for teaching k-12 social studies in inclusive classrooms* (pp. 9-18). Charlotte, NC: Information Age Publishing.
- Scotch, R. K. (2009). "Nothing About Us Without Us": Disability Rights in America. *OAH Magazine of History*, 23(3), 17-22.
- Shakespeare, T. (2006). The social model of disability. In L. J. Davis (Ed.), *The disability studies reader* (2nd ed., pp. 197-204). New York: Routledge.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Shaver, J. P. (2001). The future of research on social studies: For what purpose? In W. B. Stanley (Ed.), *Social studies research for the 21st century* (pp. 231-252). Greenwich, CT: Information Age Publishing.
- Shaver, J. P. (Ed.) (1991). *Handbook of research on social studies teaching and learning*. New York, NY: Macmillan Publishing Company.

- Shulman, L. S., & Shulman, J. H. (2004). How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies*, 36(2), 257-271. doi:10.1080/0022027032000148298
- Slee, R. (2001). 'Inclusion in practice': does practice make perfect? *Educational Review*, 53(2), 113-123. doi:10.1080/00131910120055543
- Smith, Robin M. (2001). View from the ivory tower: Academics constructing disability. In L. J. Rogers & B. B. Swadener (Eds.), *Semiotics and dis/ability: Interrogating categories of difference* (pp. 55-74). Albany, NY: State University of New York Press.
- Spencer, V. G., Scruggs, T. E., & Mastropieri, M. A. (2003). Content area learning in middle school social studies classrooms and with students with emotional or behavioral disorders: A comparison of strategies. *Behavioral disorders*, 28(2), 77-92.
- Stang, K. K., Carter, E. W., Lane, K. L., & Pierson, M. R. (2009). Perspectives of General and Special Educators on Fostering Self-Determination in Elementary and Middle Schools. *Journal of Special Education*, 43(2), 94-106. doi:10.1177/0022466907313452
- Stanley, W. B. (Ed.) (2001). *Critical issues in social studies research for the 21st century*. Greenwich, CT: Information Age Publishing.
- Steele, M. M. (2005). Teaching students with learning disabilities: Constructivism or behaviorism? *Current Issues in Education*, 8(10), 1-4.
- Sze, S. (2009). A literature review: Pre-service teachers' attitudes toward students with disabilities. *Education*, 130(1), 53-56.
- Tollefson, J., & Graving-Reyes, P. (2007). Pacing guides and content enhancement. *Strategram*, 19(5), 1-4.
- Tomlinson, C. A. (2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership*, 58(1), 6-11.

- Vanassche, E., & Kelchtermans, G. (2015). The state of the art in self-study of teacher education practices: A systematic literature review. *Journal of Curriculum Studies*, 47(4), 508-528. doi:10.1080/00220272.2014.995712
- van Hover, S. D., & Yeager, E. A. (2003). Secondary history teachers and inclusion of students with disabilities: An exploratory study. *Journal of Social Studies Research*. Retrieved from http://findarticles.com/p/articles/mi_qa3823/is_200304/ai_n9193057/
- Vansledright, B. (2010). What does it mean to think historically . . . and how do you teach it? In W. C. Parker (Ed.), *Social studies today: Research and practice* (pp. 113-120). New York, NY: Routledge.
- Virginia Department of Education, Division of Special Education and Student Services. (2014). *Special education data report to the Virginia board of education*. Retrieved from http://www.doe.virginia.gov/boe/committees_advisory/special_ed/meetings/2014/sep/minutes.pdf
- Ware, L. (2005). Many possible futures, many different directions: Merging critical special education and disability studies. In S. L. Gabel (Ed.), *Disability studies in education* (pp. 103-124). New York: Peter Lang Publishing.
- Watt, H. M. G., Richardson, P. W., Klusmann, U., Kunter, M., Beyer, B., Trautwein, U., & Baumert, J. (2012). Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. *Teaching and teacher education*, 28(6), 791-805. doi:<http://dx.doi.org/10.1016/j.tate.2012.03.003>
- Wehmeyer, M. L. (2006). Self-determination and individuals with severe disabilities: Re-examining meanings and misinterpretations. *Research & Practice for Persons with Severe Disabilities*, 30(3), 113-120.

- Wehmeyer, M. L., & Field, S. L. (2007). *Self-determination: Instructional and assessment strategies*. Thousand Oaks, CA: Corwin Press.
- Whitehead, J. (2009). Self-study, living educational theories, and the generation of educational knowledge. *Studying Teacher Education: Journal of Self-Study of Teacher Education Practices*, 5(2), 107-111. doi:10.1080/17425960903306476
- Winn, J., & Blanton, L. (2005). The call for collaboration in teacher education. *Focus on Exceptional Children*, 38(2), 1-10.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Wilkes, G. (1998). Seams of paradoxes in teaching. In M. L. Hamilton (Ed.), *Reconceptualizing teaching practice: Self-study in teacher education* (pp. 198-207). Bristol, PA: Falmer Press.
- Wineburg, S., Mosborg, S., Porat, D., & Duncan, A. (2007). Common belief and the cultural curriculum: An intergenerational study of historical consciousness. *American Educational Research Journal*, 44(1), 40-76. doi:10.3102/0002831206298677
- Winzer, M., Altieri, E., & Larsson, V. (2000). Portfolios as a tool for change. *Rural Special Education Quarterly*, 19(3/4), 72-81.
- Wittig, K. M. (2009). Introduction. In P. Wehman & K. M. Wittig (Eds.), *Transition IEPs: A curriculum guide for teachers and transition practitioners* (3rd ed., pp. 1-28). Austin, TX: PRO-ED.
- Wolbring, G. (2008). The politics of ableism. *Development*, 51, 252-258.
doi:10.1057/dev.2008.17

- Wolfensberger, W. (1972). *The principle of normalization in human services*. Toronto: National Institute on Mental Retardation.
- Wolfensberger, W. (1998). *A brief introduction to social role valorization: A high-order concept for addressing the plight of societally devalued people, and for structuring human services* (3rd ed.). Syracuse, NY: Syracuse University.
- Wong, B., Wong, R., Perry, N., & Sawatsky, D. (1986). The efficacy of self-questioning summarization strategy for use by underachievers and learning disabled adolescents in social studies. *Learning Disabilities Focus*, 2(1), 20-35.
- Yeager, E. A., & Davis, O. L. (Eds.). (2005). *Wise social studies in an age of high-stakes testing: Essays on classroom practices and possibilities*. Charlotte, NC: Information Age Publishing.
- Zeichner, K. (2005). Becoming a teacher educator: A personal perspective. *Teaching and teacher education*, 21, 117-124. doi:10.1016/j.tate.2004.12.001
- Zeichner, K. (2007). Accumulating knowledge across self-studies. *Journal of Teacher Education*, 58(1), 36-46. doi:10.1177/0022487106296219
- Zigmond, N. (2003). Where should students with disabilities receive special education services? Is one place better than another? *The Journal of Special Education*, 37(3), 193-199.

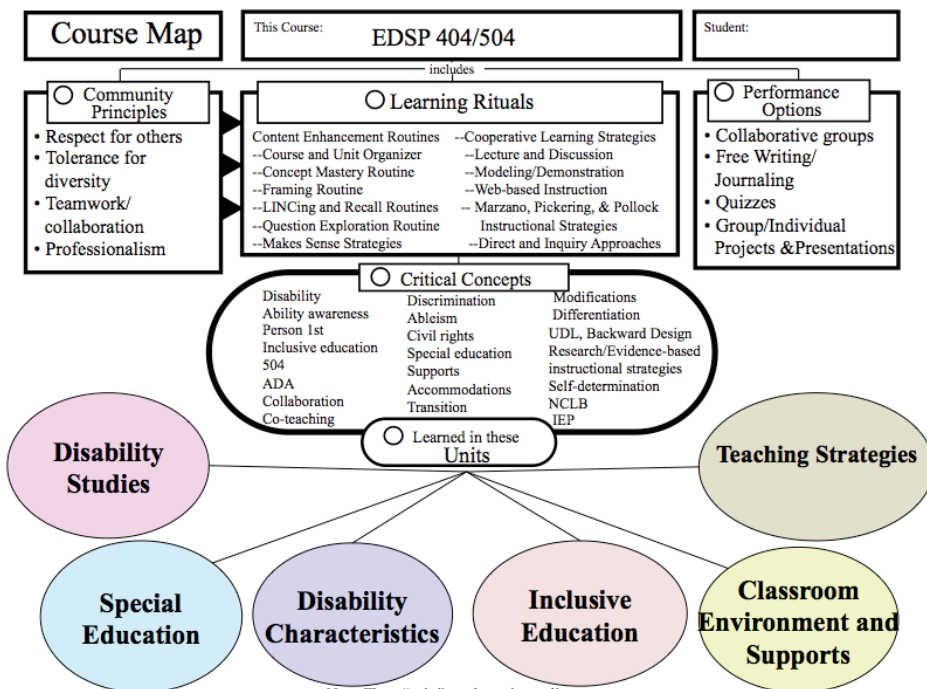
APPENDICES

Appendix A.

Course Organizer and Advance Organizer Samples

Teacher(s): Darren W. Minarik Time: Thursday, 9:30 a.m. – 12:30 p.m.	The Course Organizer	Student: _____ Course Dates: Fall 2011
---	-----------------------------	--

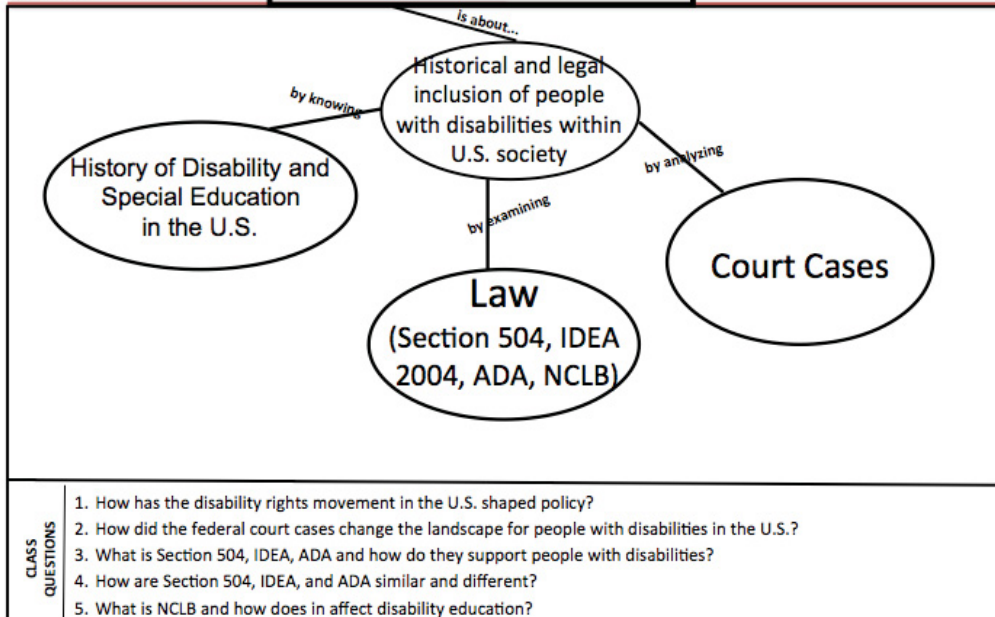
☐ This Course: Introduction to Special Education for Secondary Educators is about enabling secondary education candidates to effectively understand exceptional learners and teach academically diverse classes. ☐ Course Questions: - Why do general education teachers need a background in special education? - How can a student's disability affect performance in your class? - Why is it important to understand the concept of disability? - How does special education benefit students, teachers, and others? - What conditions promote effective inclusive education? - What is the general educator's role in special education processes? - How can teachers promote successful outcomes in secondary education courses for students with disabilities? - How can secondary level content be made more easily understood and remembered by all students?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: left;">☐ Course Assignments/Points</th> </tr> <tr> <th style="width: 60%;">Assignment</th> <th style="width: 20%;">Points</th> <th style="width: 20%;">Total</th> </tr> <tr> <td>Images of Disability Film Project</td> <td style="text-align: center;">100</td> <td></td> </tr> <tr> <td>Unit Plan Strategies Project</td> <td style="text-align: center;">100</td> <td></td> </tr> <tr> <td>Classroom/Student Inquiry Project</td> <td style="text-align: center;">150</td> <td></td> </tr> <tr> <td>Disability Categories Mini-lesson</td> <td style="text-align: center;">50</td> <td></td> </tr> <tr> <td>Other Assignments (Articles, Journaling, Quizzes, Class tasks) List Below:</td> <td style="text-align: center;">50-100</td> <td></td> </tr> <tr> <td>Graduate assignment: (2 detailed lesson plans for the Unit Plan Strategies Project)</td> <td style="text-align: center;">100</td> <td></td> </tr> <tr> <td style="text-align: right;">TOTAL:</td> <td></td> <td></td> </tr> </table>	☐ Course Assignments/Points			Assignment	Points	Total	Images of Disability Film Project	100		Unit Plan Strategies Project	100		Classroom/Student Inquiry Project	150		Disability Categories Mini-lesson	50		Other Assignments (Articles, Journaling, Quizzes, Class tasks) List Below:	50-100		Graduate assignment: (2 detailed lesson plans for the Unit Plan Strategies Project)	100		TOTAL:		
☐ Course Assignments/Points																												
Assignment	Points	Total																										
Images of Disability Film Project	100																											
Unit Plan Strategies Project	100																											
Classroom/Student Inquiry Project	150																											
Disability Categories Mini-lesson	50																											
Other Assignments (Articles, Journaling, Quizzes, Class tasks) List Below:	50-100																											
Graduate assignment: (2 detailed lesson plans for the Unit Plan Strategies Project)	100																											
TOTAL:																												



Note: These "units" are thematic, not linear

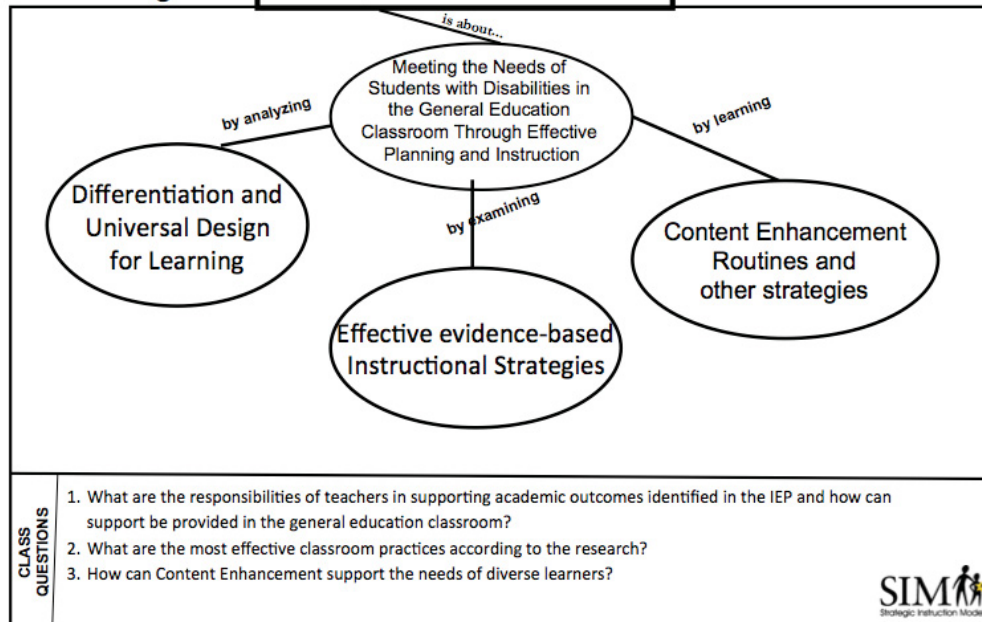
Advance Organizer

Day 3 of EDSP 404/504



Advance Organizer

Day 6 of EDSP 404/504



Appendix B.

Course Syllabus

EDSP 404/504 Introduction to Special Education for Secondary Educators **Thursdays, 9:30 - 12:15 (Waldron College Hall 200)**

Instructor: Darren Minarik

Phone: Work—540-xxx-xxxx

Office: A027

Email:

Office Hours: Tues. 3:20-6:20 p.m.

D2L: <http://learn.radford.edu>

REQUIRED READING

- Selected articles are posted electronically on Desire 2 Learn (D2L) and other Web resources are utilized.
- The *Unit Organizer Routine*, and *Question Exploration Routine* Guidebooks are required for class. These books can only be purchased in the RU bookstore. They range from \$14-\$18 per book. The *Makes Sense Strategies* CD and is also only available at the RU bookstore. Please beware of sharing this licensed product. It is for individual use only.

COURSE DESCRIPTION

This course is designed to introduce future secondary social studies educators to characteristics of exceptional learners, laws governing the delivery of special education and rights of people with disabilities, and current trends and issues in special education services. The course also addresses exposure to a repertoire of evidence-based instructional strategies, differentiated lesson planning, and ways to adapt instructional delivery, materials, and assessment. An emphasis is placed on making social studies curriculum accessible and developing learning activities for secondary students with disabilities in a general education setting.

Tools of learning will involve lecture and discussion, practical application activities, sharing of personal and professional experiences, text-based and web-based readings, writing exercises, group activities, case studies, videotapes, and simulations. Evidence-based strategies will be modeled in class that can be replicated in your classroom. I will often point out the strategies I use and ask you to tell me how to use them with social studies content.

COURSE GOALS

Essential Questions:

1. Why do general education teachers need a background in special education?
2. How can a student's disability affect performance in your class?
3. Why is it important to understand the concept of disability?
4. How does special education benefit students, teachers, and others?
5. What conditions promote effective inclusive education?
6. What is the general educator's role in special education processes?
7. How can teachers promote successful outcomes in secondary education courses for students with disabilities?

8. How can secondary level content be made more easily understood and remembered by all students?

Upon successful completion of this course the students will be able to:

1. Understand disability in new ways, with an emphasis on the perspectives of ability awareness and focusing on the person, not the disability. (CC1K1, 4, CC9K1, K2, CC9S5, GC1K8)
2. Gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools. (CC2K2, CC1K8, CC9K1, K2, CC9S5)
3. Develop the knowledge, skills, and attitudes necessary for working in a general education classroom with students with disabilities. (CC9K1, K2, CC9S5)
4. Demonstrate knowledge of the historical perspectives, models, theories, and philosophies that provide the basis for special education. (CC1K1, GC1K3, VGCA1a, b)
5. Explain the basic intent of the Individuals with Disabilities Education Improvement Act of 2004 and its regulations in relation to: Least Restrictive Environment; Due process procedures/procedural safeguards; Free Appropriate Public Education; Individualized Education Plan; Nondiscriminatory assessment; and Transition planning. (CC1K4, K5, GC1K3, GC1K8)
6. Exhibit basic knowledge of federal legislation (IDEA 2004 or IDEIA, ADA, Section 504) and state legislation related to the participation of students with exceptionalities in schools, including the rights and responsibilities of parents, students, teachers, other professionals, and schools as they relate to the individual learning needs of students. (CC1K4, K5, GC1K3)
7. Define and list the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC2K2, K5, K6, GC1K1, GC2K4, VGCA1a2, VGCB1a, b)
8. Explain the effects exceptional condition(s) may have on an individual's life. (CC2K2, K3, GC2K4, VGCA1a5)
9. Explain the demands of the various learning environments in which students with exceptionalities may be educated (i.e., individualized instruction in the general education classroom or instruction in a resource setting). (CC4K2, GC1K8, VGCA1a6)
10. Exhibit knowledge of inclusive practices, collaboration, and co-teaching including implications for students and teachers (GC1K8, VGCA2b7, 9)
11. Demonstrate knowledge of educational implications of characteristics of various exceptionalities and will explain how materials, course content, and teaching procedures can be modified to meet individual student's exceptional characteristics and learning styles. (VGCA2b9, CC2, K7) (CC4, K1)
12. Select evidence-based instructional strategies and technologies appropriate to the abilities and needs of the individual and apply differentiation to lesson development. (CC7S8, GC7S2, VGCA2b6, VGCB2a3a, VPS2)
13. Develop and teach a detailed lesson plan on a content area topic aligned with state standards using evidence-based instructional strategies and technologies including the Strategic Instruction Model® Content Enhancement series. (CC7K2-3, CC7S10, VGCA2b6, VPS2)
14. Identify ways to integrate academic instruction with behavior management and collaborating with the special education teacher to implement specific behavioral supports. (CC4K1, CC4S1, VGCA2b6, VGCA2c1)

Note: Goals, objectives, and assignments in this class address NCATE Standard 1c Professional and Pedagogical Knowledge and Skills and 1g Dispositions. The course goals, objectives, and assignments also address CEC Content Standard 1, 4 and 7 and INTASC Special Education Standards for General and Special Educators 1-4, 7 and 9. The codes included in parenthesis refer to CEC Knowledge and Skill Standards and Virginia Department of Education teacher licensure competencies. Code for CEC Standards: CC = Common Core; GC = General Curriculum. Code for VADOE Standards: VGCA =

Virginia's General Curriculum PART A; VGCB = Virginia's General Curriculum PART B; VPS = Virginia's Professional Studies

COURSE STRUCTURE

Grade Procedures: The following scale is an approximate of the total number of points earned during the semester. The number may change for a variety of reasons. Students will be informed of any changes.

A	=	450 – 500 points
B	=	400 – 449 points
C	=	350 – 399 points
D	=	325 – 349 points
F	=	below 325 points

Honor Statement: You are expected to take the pledge to uphold the Honor Code located at: <http://www.radford.edu/~dos-web/pledge.htm>
This class will be conducted in strict observance of the Honor Code. Refer to the Student Handbook for details.

***Attendance and Class Expectations:** All students should regularly attend class. A student who misses more than 2 class meetings will receive an automatic letter grade reduction. Additional absences may result in class failure. Please contact the instructor immediately if you must miss a class or part of a class. Students are expected to participate in all class activities. **Note: I will be conducting a self-study/action research project this semester and will be keeping a weekly blog of my critical self-reflections, which will be entered immediately following each week's class. You will be asked to comment on my reflections but this is a voluntary class activity. Up to three of you will be asked to participate in a short interview at the end of the semester. This is also voluntary.* **Electronic Devices:** Students are encouraged to bring laptops or tablets for class related activities. Cell phones must be turned off during class unless they are used for specific class activities. If necessary, please set your cell phone to vibrate and leave class to answer your phone or to read/send texts.

Students with Disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Resource Office (DRO). To receive academic accommodations, please contact the DRO at 831-6350 to obtain the proper DRO forms and meet with me immediately to discuss and sign your paperwork. The Website is www.radford.edu/dro/.

Assignments: All readings and mini-lesson assignments are due on the class where they are listed. Projects are submitted no later than 11:59 p.m. on Friday of the week they are listed. Submitting assignments late will result in a reduced grade unless the instructor has granted permission prior to the assignment's due date. Assignments and point totals are subject to change. All assignments are submitted through D2L as Word, PowerPoint, PDF, Web-based documents or links. You may need to scan work for submission.

<u>Assignments</u>	<u>Points</u>
Weekly Assignments: In-class activities, weekly journals, written responses to readings	100 points
Disability Categories Mini-lesson	50 points
Images of Disability Film Project	100 points
Unit Plan Project* *EDSP 504 students will complete 2 detailed lesson plans for this project (add 100 points)	100 points
Classroom/Student Inquiry Project	150 points
Total	500 points

Class Schedule:

Date/Folder	Topic	Assignments Due
09-01-11 Class 1	- Introduction to Inclusive Education - Course Organizer & Syllabus	Foot Frame
09-08-11 Class 2	What is Disability? Historical Foundations and Models	- Read D2L Articles - Choose a movie for Images of

	Intro to Content Enhancement	- Disability Film Project - Disability Categories Sign Up
09-15-11 Class 3	- What is Special Education? Historical and Legal Foundations - Model of Disability Categories Mini-Lesson and "R" Word Debate	Read D2L Articles
09-22-11 Class 4	- Self-Determination - The IEP & General Educators	- Read D2L Articles - Select a curriculum framework from the social studies SOL
09-29-11 Class 5	- Collaboration and Co-Teaching Class module—No class on campus	Class Module and discussion on D2L
10-06-11 Class 6	- UDL and Differentiation - Unit Organizer Routine	Read D2L Articles
10-13-11 Class 7	- Learning Disabilities and Communication Disorders - Question Exploration Routine	- Read D2L Articles Images of Disability Film Project Due by 10/14 Disability Categories Mini-lesson
10-20-11 Class 8	- Emotional/Behavioral Disorders and ADHD - Question Exploration Routine	- Read D2L Articles Disability Categories Mini-lesson
10-27-11 Class 9	- Physical Disabilities, Multiple disabilities, and Autism - Framing Routine	- Read D2L Articles Disability Categories Mini-lesson
11-03-11 Class 10	- Sensory Impairments - Makes Sense Strategies	- Read D2L Articles Disability Categories Mini-lesson
11-10-11 Class 11	- Other Exceptional Learning Needs - Vocabulary Strategies	- Read D2L Articles Disability Categories Mini-lesson Classroom/Student Inquiry Project Due by 11/11
11-17-11 Class 12	Creating a Successful Learning Environment: Classroom Management and Positive Behavior Supports	- Read D2L Articles Unit Plan Project Due by 11/18
11-24-11	Thanksgiving/Fall Break—No Class	
12-01-11 Class 13	NCSS Conference in Washington D.C. I encourage you all to attend! No Class on RU Campus	- Read D2L Articles Class Module
12-08-11 Class 14	Creating a Successful Learning Environment: Classroom Management continued, Study Skills and Assessment	Read D2L Articles
12-12 to 12-16	Exam Week: Share Unit Plan Projects	All corrections to projects must be completed!

Note: The instructor reserves the right to modify this syllabus during the course of the semester in which the class is taught.

Appendix C.

Sample Lesson Plan

I. General Information:

Lesson Title: Concept of Disability
Time: 3 hours

Teacher(s)/Class: Minarik/EDSP 404

II. Goals/Standards:

- Understand disability in new ways, with an emphasis on the perspectives of ability awareness and focusing on the person, not the disability. (CC1K1, 4, CC9K1, K2, CC9S5, GC1K8)
- Gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools. (CC2K2, CC1K8, CC9K1, K2, CC9S5)
- Develop the knowledge, skills, and attitudes necessary for working in a general education classroom with students with disabilities. (CC9K1, K2, CC9S5)
- Demonstrate knowledge of the historical perspectives, models, theories, and philosophies that provide the basis for special education. (CC1K1, GC1K3, VGCA1a, b)

III. Essential Questions:

- Q1: How has history shaped the concept of disability?
 Q2: How do we perceive disability?
 Q3: Why should we examine the language we use when talking about disability?
 Q4: What can we do as educators to address attitudes and perceptions about disability?
 Q5: How is disability portrayed in film/media?

IV. UDL

Representation – Options for presenting content	Engagement – Options for engaging student interest	Expression – Options for demonstrating student learning	Cultural Considerations
☐ Artifacts ☐ Pictures ☐ Graphic organizers ☐ Video Clips ☐ Audio Recordings ☐ Lab ☐ Lecture ☐ Other _____ CONTENT	☐ Cooperative Group Work ☐ Partner Work ☐ Manipulatives ☐ Movement ☐ Debates ☐ Role plays or Simulations ☐ Other _____ PROCESS	☐ Written response ☐ Illustrated response ☐ Oral response ☐ Model creation or construction ☐ Other _____ PRODUCT	☐ Nature of content and race/ethnicity of students ☐ Other _____ Multi-ability

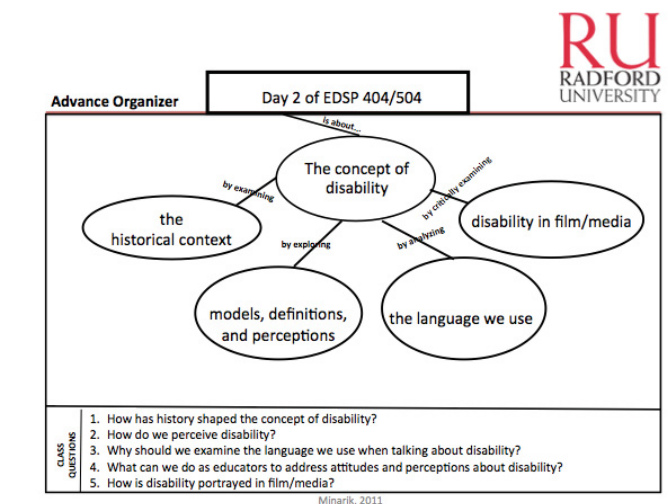
V. Learning Plan:

Warm-Up:

1. Points and Circles Activity—Draw a triangle and circle on a sheet of paper. Identify three points from last week you remember and write them on the points of the triangle. Write one question down you need answered or hope I will address soon in the circle. (7 min)
2. Pass around sign up sheets for the disability categories mini-lesson and Disability in Film assignments. (3 min)

Lesson Introduction (Cue):

1. Inclusive Education Definition Activity—What does inclusive education mean? Students will define it individually, discuss it in pairs, and share their thoughts with the large group. I will share the Roger Slee quote that asks “Who’s in? and Who’s out? I will challenge the students to examine their blocking placements and ask which students they think are “in” and which one’s are “out” socially and academically and ask why this might be. (Reminder: revisit this throughout the semester for both of their placements) (8 min)
2. Go through the Advance Organizer for today (2 min)



Lesson Activities (Do—or main body of the lesson):

1. Activity 1: Have flipchart paper around the room. Ask the students to get up and go to one of the sheets. Ask them to write down 3 to 5 words that come to mind when they think about disability including potentially offensive or inappropriate terms. (5 min)
2. Show the “I Define Me” clip on YouTube
<http://www.youtube.com/watch?v=opgUMJTXY>

3. We will be addressing the history of disability today and the words that define disability have changed. Pay attention to these changes and compare them to the words we identified. Consider what causes these words to change over time. (5 min)
4. Activity 2: Go through slides asking “Why learn about disability history?” Complete a quick “What do you know?” brainstorm to identify prior knowledge of disability history (world and U.S.). (5 min)
5. Have students divide into groups and use iPads or laptops to visit three disability history sites on the Web and ask them to find a few points of interest they would use in a classroom, primary sources, stories, etc.
<http://museumofdisability.org>
<http://www.disabilityhistory.org/>
<http://disabilitymuseum.org>
 Tell them about Disability History and Awareness Month in Virginia (October). Have the iPad users go to the disability accessible versions of the sites to show how they are more accessible for those devices. (15 min)
6. Activity 3: Now that they are thinking about disability, set up a role play where the groups represent state VDOE panels who will make recommendations about updating the history SOL with three disability history events out of a possible dozen to choose from. Have each group defend their choices. (20 min)
7. Activity 4: *Country of the Blind*. Next, introduce how we perceive and portray disability today by providing short definitions of the medical and social model of disability. Ask, “Where do you fall?” Next introduce the “Country of the Blind” as a way to understand how disability can be “socially constructed” in society.
 Text and Audio:
http://en.wikisource.org/wiki/The_Country_of_the_Blind
 Radio Show:
<http://www.escape-suspense.com/2008/08/escape---the-co.html>
 This is the first introduction to the planning philosophy of UDL with the various ways I provide access to the H.G. Wells story. Have students listen to parts of the audio broadcast and develop Storyboards (strategy for use in the classroom). Remind the students that the strategies I used in this class are also intended as tools they can use for instruction in their classes. (35 min and break for 10 min during or after)
8. Share the *Person-first Credo* <http://www.youtube.com/watch?v=wunHDfZFXw> to demonstrate the changing perception of disability today. Also introduce the class to the *Disability is Natural* Website <http://www.disabilityisnatural.com/> and the person-first movement (required in their writing APA style). (10 min)
9. “Judges of Normality Activity—Use my “Full Retard” Tropic Thunder video to introduce the Disability in Film project and address other topics: social/medical models, person-first language or language in general, notion of normality, portrayal of disability in film. (35 min)

Lesson Closure and Assessment (Review): (10 min)

1. Refer back to the advance organizer class questions and ask the students to respond to the following questions:
 - How has history shaped the concept of disability?
 - How do we perceive disability?
 - Why should we examine the language we use when talking about disability?
 - What can we do as educators to address attitudes and perceptions about disability?
 - How is disability portrayed in film/media?
 2. Set up the entrance slip for next week—responding to the Kepler quote “Be careful how you perceive the world...it is that way.”
 3. Share the agenda for next week’s class and refer them to D2L for handouts.
-

VI. Materials/ Equipment/Technology: (What’s needed to teach the lesson)

- PowerPoint
- YouTube and *Country of the Blind* audio recording
- Primary source historical pictures depicting disability for activity
- Disability History Cards for recommendations activity
- Storyboard grids
- iPads and laptops

Appendix D.

Curriculum Map: Content, Methods, and Assessments

Course Objectives	Essential Questions or Content	Key Methods & Resources	Assessment Measures
1. Understand disability in new ways, with an emphasis on the perspectives of ability awareness and focusing on the person, not the disability. (CC1K1, 4, CC9K1, K2, CC9S5, GC1K8)	- Why do general education teachers need a background in special education? - Why is it important to understand the concept of disability?	PowerPoints Case Studies www.disabilityisnatural.com I'm Tyler Video Person 1st Credo for Support "Country of the Blind" radio broadcast Black, R. S., & Pretes, L. (2007). Victims and Victors: Representation of Physical Disability on the Silver Screen. <i>Research & Practice for Persons with Severe Disabilities</i>, 32(1), 66-83. Connor, D. J., & Bejoian, L. M. (2006). Pigs, Pirates, and Pills: Using Film to Teach the Social Context of Disability. <i>Teaching Exceptional Children</i>, 39(2), 52-60. Nelson, J. A. (1994). Broken images: Portrayals of those with disabilities in American media. In J. A. Nelson (Ed.), <i>The disabled, the media, and the information age</i> (pp. 1-24). Westport, CT: Greenwood Press. Safran, S. P. (1998). Disability portrayal in film: Reflecting the past, directing the future. <i>Exceptional Children</i>, 64(2), 227-238. Safran, S. P. (1998). The first century of disability portrayal	Disability in Film Project In-class activities

		in film: An analysis of the literature. <i>Journal of Special Education</i> , 31(4), 467.	
2. Gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools. (CC2K2, CC1K8, CC9K1, K2, CC9S5)	Why is it important to understand the concept of disability?	PowerPoints Case Studies Kudlick, C. J. (2003). Disability history: Why we need another "other". <i>The American Historical Review</i>, 108(3), 763-793. Connor, D. J., & Bejoian, L. M. (2006). Pigs, Pirates, and Pills: Using Film to Teach the Social Context of Disability. <i>Teaching Exceptional Children</i>, 39(2), 52-60. Safran, S. P. (2000). Using Movies to Teach Students About Disabilities. <i>Teaching Exceptional Children</i>, 32(3), 44. Youth Credo, I'm Determined Website It's Our Story, You Tube Channel http://bbi.syr.edu/burtonblatt/ www.disabilitymuseum.org/ www.museumofdisability.org/ http://nichcy.org/	Disability in Film Project Disability Categories Mini-lesson In-class activities
3. Develop the knowledge, skills, and attitudes necessary for working in a general education classroom with students with disabilities. (CC9K1, K2, CC9S5)	- Why do general education teachers need a background in special education? - How can a student's disability affect performance in your class? - How does special education benefit students, teachers, and others? - What conditions promote effective inclusive education?	PowerPoints Video demonstrations Case Studies http://www.kidstogether.org/right-ed.htm http://aim.cast.org/ http://nichcy.org/	Disability Categories Mini-lesson Unit Plan Project Classroom/ Student Inquiry Project In-class activities

	• What is the general educator's role in special education processes? • How can teachers promote successful outcomes in secondary education courses for students with disabilities? • How can secondary level content be made more easily understood and remembered by all students?		
4. Demonstrate knowledge of the historical perspectives, models, theories, and philosophies that provide the basis for special education. (CC1K1, GC1K3, VGCA1a, b)	• Why do general education teachers need a background in special education? • How does special education benefit students, teachers, and others? • What conditions promote effective inclusive education?	PowerPoints Burch, S., & Sutherland, I. (2006). Who's not yet here? American disability history. <i>Radical History Review</i>(94), 127-147. Scotch, R. K. (2009). "Nothing About Us Without Us": Disability Rights in America. <i>OAH Magazine of History</i>, 23(3), 17-22.	In-class activities
5. Explain the basic intent of the Individuals with Disabilities Education Improvement Act of 2004 and its regulations in relation to: Least Restrictive Environment; Due process procedures/ procedural safeguards; Free Appropriate Public Education; Individualized Education Plan; Nondiscriminatory assessment; and Transition planning. (CC1K4, K5, GC1K3, GC1K8)	• Why do general education teachers need a background in special education? • How can a student's disability affect performance in your class? • How does special education benefit students, teachers, and others? • What conditions promote effective inclusive education?	PowerPoints Case Studies Ashbaker, B. Y. (2011). History of legal and legislative acts concerned with special education. In A. F. Rotatori, F. E. Obiakor & J. P. Bakken (Eds.), <i>Advances in special education</i> (Vol. 21, pp. 21-45): Emerald Group Publishing Limited. http://www.wrightslaw.com/ http://idea.ed.gov/ http://nichcy.org/ http://transitioncoalition.org	In-class activities

6. Exhibit basic knowledge of federal legislation (IDEA 2004 or IDEIA, ADA, Section 504) and state legislation related to the participation of students with exceptionalities in schools, including the rights and responsibilities of parents, students, teachers, other professionals, and schools as they relate to the individual learning needs of students. (CC1K4, K5, GC1K3)	• Why do general education teachers need a background in special education? • How can a student's disability affect performance in your class? • Why is it important to understand the concept of disability? • How does federal and state legislation address the rights and needs of students with disabilities?	PowerPoints Case Studies http://www.wrightslaw.com/ http://www.disabilitylawlowdown.com/ http://www.law.cornell.edu/wex/disability_law http://www.ada.gov/cguide.htm http://nichcy.org/	In-class activities
7. Define and list the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC2K2, K5, K6, GC1K1, GC2K4, VGCA1a2, VGCB1a, b)	• Why do general education teachers need a background in special education? • How can a student's disability affect performance in your class? • Why is it important to understand the concept of disability? • How can knowledge of labels and associated differential characteristics benefit a classroom teacher?	PowerPoints Video and Website demonstrations Case Studies http://nichcy.org/	Disability Categories Mini-lesson
8. Explain the effects exceptional condition(s) may have on an individual's life. (CC2K2, K3, GC2K4, VGCA1a5)	• How can knowledge of labels and associated differential characteristics benefit a classroom teacher?	PowerPoints Video and Website demonstrations Case Studies http://nichcy.org/	Disability Categories Mini-lesson In-class activities
9. Explain the demands of the various learning environments in which students with exceptionalities may be educated (i.e.,	• How does federal and state legislation address the rights and needs of students with disabilities? • How does special education benefit	PowerPoints Video and Website demonstrations Case Studies	Disability Categories Mini-lesson In-class activities

individualized instruction in the general education classroom or instruction in a resource setting). (CC4K2, GC1K8, VGCA1a6)	students, teachers, and others? • What conditions promote effective inclusive education? • What is the general educator's role in special education processes? • How can teachers promote successful outcomes in secondary education courses for students with disabilities?	http://nichey.org/ http://www.cast.org/	
10. Exhibit knowledge of inclusive practices, collaboration, and co-teaching including implications for students and teachers (GC1K8, VGCA2b7, 9)	• What conditions promote effective inclusive education? • What is the general educator's role in special education processes?	PowerPoints Video and Website demonstrations Case Studies Power of 2 Video	Unit Plan Project Classroom & Student Inquiry Project In-class activities
11. Demonstrate knowledge of educational implications of characteristics of various exceptionalities and will explain how materials, course content, and teaching procedures can be modified to meet individual student's exceptional characteristics and learning styles. (VGCA2b9, CC2, K7) (CC4, K1)	• How can a student's disability affect performance in your class? • How can knowledge of disability labels and associated differential characteristics benefit a classroom teacher? • How can teachers promote successful outcomes in secondary education courses for students with disabilities? • How can secondary level content be made more easily understood and remembered by all students?	PowerPoints University of Kansas Center for Research on Learning Strategic Instruction Model (SIM®) Content Enhancement Routines www.kucrl.org Makes Sense Strategies, Edwin Ellis http://www.graphicorganizers.com Differentiation, http://www.caroltomlinson.com/ UDL http://www.cast.org/ Doing What Works http://dww.ed.gov/Adolescent-Literacy/topic/index.cfm?T_ID=23 Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). <i>Classroom instruction that works</i>. Alexandria: Association for Supervision and Curriculum	Unit Plan Project Classroom/ Student Inquiry Project In-class activities

		Development.	
12. Select evidence-based instructional strategies and technologies appropriate to the abilities and needs of the individual and apply differentiation to lesson development. (CC7S8, GC7S2, VGCA2b6, VGCB2a3a, VPS2)	• What conditions promote effective inclusive education? • What is the general educator's role in special education processes? • How can teachers promote successful outcomes in secondary education courses for students with disabilities? • How can secondary level content be made more easily understood and remembered by all students?	PowerPoints University of Kansas Center for Research on Learning Strategic Instruction Model (SIM®) Content Enhancement Routines www.kucrl.org Makes Sense Strategies, Edwin Ellis http://www.graphicorganizers.com Differentiation, http://www.caroltomlinson.com/ UDL http://www.cast.org/ Doing What Works http://dww.ed.gov/Adolescent-Literacy/topic/index.cfm?T_ID=23 Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). <i>Classroom instruction that works</i>. Alexandria: Association for Supervision and Curriculum Development.	Unit Plan Project Classroom/ Student Inquiry Project In-class activities
13. Develop and teach a detailed lesson plan on a content area topic aligned with state standards using evidence-based instructional strategies and technologies including the Strategic Instruction Model® Content Enhancement series. (CC7K2-3, CC7S10, VGCA2b6, VPS2)	• What conditions promote effective inclusive education? • How can teachers promote successful outcomes in secondary education courses for students with disabilities? • How can secondary level content be made more easily understood and remembered by all students?	PowerPoints University of Kansas Center for Research on Learning Strategic Instruction Model (SIM®) Content Enhancement Routines www.kucrl.org Makes Sense Strategies, Edwin Ellis http://www.graphicorganizers.com Differentiation, http://www.caroltomlinson.com/ UDL http://www.cast.org/ Doing What Works	Unit Plan Project Classroom/ Student Inquiry Project In-class activities

		http://dwww.ed.gov/Adolescent-Literacy/topic/index.cfm?T_ID=23 Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). <i>Classroom instruction that works</i> . Alexandria: Association for Supervision and Curriculum Development.	
14. Identify ways to integrate academic instruction with behavior management and collaborating with the special education teacher to implement specific behavioral supports. (CC4K1, CC4S1, VGCA2b6, VGCA2c1)	• How can a student's disability affect performance in your class? • What conditions promote effective inclusive education? • How can teachers promote successful outcomes in secondary education courses for students with disabilities?	PowerPoints Video and Website demonstrations Case Studies http://www.pbis.org/ Marzano, R. J., Marzano, J. S. & Pickering, D. J. (200). <i>Classroom management that works: Research-based strategies for every teacher</i> . Alexandria: Association for Supervision and Curriculum Development.	Unit Plan Project Classroom/ Student Inquiry Project In-class activities

Appendix E.

Curriculum Map: Course Objectives, Timeline, and Level of Learning

Directions:

1. Place an “x” in the corresponding cell(s) to indicate the weeks during the semester in which students receive instruction on each course objective. Include only the weeks when the objective is a key topic of lectures and class activities. Do not include weeks when students are assessed on the objective but do not receive instruction, or weeks when you merely mention content relevant to the objective during an introduction or summary of the class session.
2. For each objective, enter a code in the “Level of Learning” column to signify the level of learning students are expected to achieve by the end of the course.
 E = Emerging (the objective has been introduced; the student has a basic, accurate grasp of the skill or knowledge)
 D = Developing (the objective has been reinforced; the student is developing fluency in using the skill or knowledge)

Course Objectives	Weeks														Level of Learning
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1. Understand disability in new ways, with an emphasis on the perspectives of ability awareness and focusing on the person, not the disability. (CC1K1, 4, CC9K1, K2, CC9S5, GC1K8)	X	X	X												D
2. Gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools. (CC2K2, CC1K8, CC9K1, K2, CC9S5)	X	X	X												D
3. Develop the knowledge, skills, and attitudes necessary for working in a general education classroom with students with disabilities. (CC9K1, K2, CC9S5)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	D
4. Demonstrate knowledge of the historical perspectives, models, theories, and philosophies that provide the basis for special education. (CC1K1, GC1K3, VGCA1a, b)		X	X												E
5. Explain the basic intent of the Individuals with Disabilities Education Improvement Act of 2004 and its regulations in relation to: Least Restrictive Environment; Due process procedures/ procedural safeguards; Free Appropriate Public Education; Individualized Education			X	X											E

Course Objectives	Weeks														Level of Learning
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Plan; Nondiscriminatory assessment; and Transition planning. (CC1K4, K5, GC1K3, GC1K8)															
6. Exhibit basic knowledge of federal legislation (IDEA 2004 or IDEIA, ADA, Section 504) and state legislation related to the participation of students with exceptionalities in schools, including the rights and responsibilities of parents, students, teachers, other professionals, and schools as they relate to the individual learning needs of students. (CC1K4, K5, GC1K3)			X	X	X										E
7. Define and list the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC2K2, K5, K6, GC1K1, GC2K4, VGCA1a2, VGCB1a, b)							X	X	X	X	X				E
8. Explain the effects exceptional condition(s) may have on an individual's life. (CC2K2, K3, GC2K4, VGCA1a5)							X	X	X	X	X				E
9. Explain the demands of the various learning environments in which students with exceptionalities may be educated (i.e., individualized instruction in the general education classroom or instruction in a resource setting). (CC4K2, GC1K8, VGCA1a6)	X				X	X									E
10. Exhibit knowledge of inclusive practices, collaboration, and co-teaching including implications for students and teachers (GC1K8, VGCA2b7, 9)	X				X										E
11. Demonstrate knowledge of educational implications of characteristics of various exceptionalities and will explain how materials, course content, and teaching procedures can be modified to meet individual student's exceptional characteristics and learning styles. (VGCA2b9, CC2, K7) (CC4, K1)						X	X	X	X	X	X				D
12. Select evidence-based instructional strategies and technologies appropriate to the abilities and needs of the individual and apply						X	X	X	X	X	X				D

Course Objectives	Weeks														Level of Learning
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
differentiation to lesson development. (CC7S8, GC7S2, VGCA2b6, VGCB2a3a, VPS2)															
13. Develop and teach a detailed lesson plan on a content area topic aligned with state standards using evidence-based instructional strategies and technologies including the Strategic Instruction Model® Content Enhancement series. (CC7K2-3, CC7S10, VGCA2b6, VPS2)						X	X	X	X	X	X				D
14. Identify ways to integrate academic instruction with behavior management and collaborating with the special education teacher to implement specific behavioral supports. (CC4K1, CC4S1, VGCA2b6, VGCA2c1)												X	X	X	E

Goals, objectives, and assignments in this course address the following professional licensure standards:

- Goals, objectives, and assignments in this class address NCATE Standard 1c Professional and Pedagogical Knowledge and Skills and 1g Dispositions. The course goals, objectives, and assignments also address CEC Content Standard 1, 4 and 7 and INTASC Special Education Standards for General and Special Educators 1-4, 7 and 9. The codes included in parenthesis refer to CEC Knowledge and Skill Standards and Virginia Department of Education teacher licensure competencies. Code for CEC Standards: CC = Common Core; GC = General Curriculum. Code for VADOE Standards: VGCA = Virginia's General Curriculum PART A; VGCB = Virginia's General Curriculum PART B; VPS = Virginia's Professional Studies

Appendix F.

EDSP 404/504 Images of Disability Film Project

Education professionals can benefit from understanding motion pictures for several reasons:

- Selected depictions can help educate *all* pupils about individual abilities and societal barriers
- Films provide a barometer of teacher, parent, and student knowledge and expectations of individuals with specific disabilities (Safran, 1998, p. 467)

This project asks you to critically examine a film depicting disability through an essay or multimedia format. In Joan Susman's, *Disability, Stigma, and Deviance* she tells us "media portrayals reflect, define, or perpetuate ways of thinking about disabled persons" (Susman, 1994, p.18). Rhonda Black and Lori Pretes suggest the "lasting images that films create for millions of viewers ultimately shape public perception" (Black & Pretes, 2007, p. 66). Keep this in mind as you complete this assignment.

A. Summary of Film and Reference Information

- a. Provide full reference information (APA 6th style) for your film.
- b. Provide a short summary of the plot.
- c. Provide a brief description of the major character(s) with a disability, including your best guess as to the nature of the disability (under which of the 13 categories might this person have qualified for services, if they were of school age?) as well as how this disability manifests itself in the character's words or actions or affect (e.g., "Jesse appears to have a moderate intellectual disability (formally called mental retardation). This is evident through the way he speaks and acts. He talks more slowly than the average person, and he also uses language a young child would use. His sentences are always pretty basic and straightforward. Sometimes he acts like a little kid, too; for example, whenever he gets the chance to go for a ride in the car, he gets all excited and happy. Also, even though he is a man, he does not have a girlfriend and does not seem to have romantic feelings or know how to have romantic feelings for girls either. He does not know how to drive and does not seem to know how to ride a bike. He has to walk everywhere."(etc.).

B. Critique of Film

****** The heart of this project consists of questions 3 & 4 about the devalued and positive roles/expectations. If these two questions are not well developed, you will not do well on the paper. Connect your readings on disability and film to your project. This is critical! I expect to see at least two journal articles cited.

- ***Leave the questions and write your thoughts after the questions. Make sure you address the specifics of the question.***

1. Describe your emotional, intellectual and behavioral responses to the film. How did this movie make you feel? What did it make you think? What did you want to do after viewing the film?

2. State whether individuals with exceptionalities were portrayed as ordinary people, as superhumans (portrayed as having accomplished amazing feats), or as a stereotype of some kind (i.e. people who have mental retardation can't go to school or can't learn) and **explain in a few sentences why you have that opinion/what happened in the film to give you that impression.**

3. a. What roles (see Stereotypes, Positive and Negative Images of Disability in this document) did you see portrayed? If a negative role is not portrayed, tell me why you say that (e.g., "Johnny was not portrayed as a sexual deviate because he is a child, and that didn't come up at all. Johnny was portrayed as 'childlike', but he is only 5, so that seemed correct. It did seem that he was 'babied', though, because his parents spoke in baby talk to him and constantly held his hand in the store.").

- b. How did the filmmaker create these portrayals? (What filming techniques were used to convey those clues that you picked up on?)

4. What connections can be made between class discussions, what you saw in the movie, and the comments you've made about the portrayal of stereotyping, devalued roles and/or positive aspects in the lives of people with disabilities? What was your personal reaction to the film or connections you made with what you've experienced or learned?

5. Do you think people would have a more positive attitude about people with exceptionalities after viewing this film? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?

6. A). If you knew absolutely nothing about people with the specific disabilities of the characters in your film, what would you learn about individuals with exceptionalities from watching this film?

- B). After reflecting on what a person would learn about individual with a disability, what did you realize about our culture's way of portraying, reacting to, and/or responding to people with disabilities from watching this film?

7. If you watched this with someone else, what was his or her name and relationship to you? What were their perceptions of this portrayal of people with disabilities?

C. Educating People with Disabilities

Given what you are learning in class about teaching students with disabilities and the nature of the characteristics of the individual with a disability as portrayed in the film, think about the schooling supports and practices that might help a person with a disability have access to the curriculum and succeed in school. Could the individual with a disability in your film be educated in the general education classroom for part or all of the day? What kinds of supports would the individual with a disability need to benefit from attending the general education classroom? What kind of curriculum (what skills and

knowledge) seems most appropriate for the individual with a disability in the film you analyzed? As an adult, could this person hold a job? If so, what kinds of jobs/work do you imagine this person with disabilities could likely perform? Would he/she need support to do this work? Take your best educated guess, based on what you observe while watching the film.

ADDITIONAL INFORMATION

- a) **Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar.** Please run spell check and grammar check and have someone review your project. Good sentence and paragraph construction should be present when appropriate. *People-First* language should always be used.
- b) You should use APA 6th edition style in your project for all in-text citations and any references. Go to: <http://libguides.radford.edu/apastyle> to learn more about APA 6th
- c) Save your project under your Last name, First name, then name of the assignment (Ex.: Minarik-Darren-Film-Analysis) before submitting to Desire 2 Learn. If your project is a paper, it will most likely be 6-8 pages in length, doubled-spaced, with one-inch margins using 12 point font. Multimedia or video presentations can vary in length but must contain all of the elements listed in the project description.

Total possible points: 100

References for Your Project

You can access most of these references by searching by journal at: <http://library.radford.edu>. You will need to log in with your RU user ID and password to gain access to the articles. You may also want to search our electronic database using the keywords: disability and film.

- Black, R. S., & Pretes, L. (2007). Victims and victors: Representation of physical disability on the silver screen. *Research & Practice for Persons with Severe Disabilities*, 32(1), 66-83.
- Connor, D. J., & Bejoian, L. M. (2006). Pigs, Pirates, and pills: Using film to teach the social context of disability. *Teaching Exceptional Children*, 39(2), 52-60.
- Nelson, J. A. (1994). Broken images: Portrayals of those with disabilities in American media. In J. A. Nelson (Ed.), *The disabled, the media, and the information age* (pp. 1-24). Westport, CT: Greenwood Press.
- Safran, S. P. (2000). Using movies to teach students about disabilities. *Teaching Exceptional Children*, 32(3), 44.
- Safran, S. P. (1998). Disability portrayal in film: Reflecting the past, directing the future. *Exceptional Children*, 64(2), 227-238.
- Safran, S. P. (1998). The first century of disability portrayal in film: An analysis of the literature. *Journal of Special Education*, 31(4), 467.

Project Scoring Rubric (Holistic)

Target 95-100 = Project demonstrates excellent composition/videography/multimedia skills including a clear and thought-provoking analysis, appropriate and effective organization, lively and convincing supporting materials, effective expression and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. Contains fewer than 3 spelling, grammar, and punctuation errors. The project format perfectly accomplishes the requirements of the assignment.

Target/Acceptable 90-94 = Project contains strong composition/videography/multimedia skills including a clear and thought-provoking analysis, although development, expression, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. Contains fewer than 5 spelling, grammar, and punctuation errors. The project format effectively accomplishes the goals of the assignment.

Acceptable 80-89 = Project contains above average composition/videography/multimedia skills, including a clear, insightful thesis, although development may be insufficient in one area and expression and sentence style may not be consistently clear and effective. Shows competence in the use of mechanics. Contains fewer than 7 spelling, grammar, and punctuation errors. The project format accomplishes the goals of the assignment with an overall effective approach.

Minimal 70-79 = Project demonstrates competent composition/videography/multimedia skills including adequate development and organization, although the development of ideas may not be strong, assumptions may be unsupported in more than one area, the thesis may not be original, and the expression and sentence style may not be clear and effective. Contains fewer than 10 spelling, grammar, and punctuation errors. The project format minimally accomplishes the goals of the assignment.

Minimal/Unacceptable 60-69 = Composition/Videography/Multimedia skills may be flawed in either the clarity of the thesis, the development, or organization. Expression, sentence style, and mechanics may seriously affect clarity. Contains fewer than 12 spelling, grammar, and punctuation errors. The project format minimally accomplishes a majority of the goals of the assignment.

Unacceptable 60 or below = Composition/Videography/Multimedia skills may be flawed in two or more areas. Expression, sentence style, and mechanics are excessively flawed. Contains more than 12 spelling, grammar, and punctuation errors. The project format fails to accomplish the goals of the assignment.

Appendix G.

Disability Categories Mini-lesson

EDSP 404/504

Disability Categories Mini-lesson

Score: ____/50

Assignment Group #: _____

Co-teaching Partners: _____ and _____

Go to the following Web link— <http://nichcy.org/disability/specific>

Visit the disability category you are assigned and create a fact sheet containing the information listed below:

1. What is the Disability? (Definition and Causes)
2. How common is the Disability?
3. What are the Signs of the Disability?
4. How is the disability diagnosed/treated?
5. Tips for School Success
6. Tips for Teachers
7. Tips for Parents
8. Important Resources (Web sites, etc.)

This fact sheet is a starting point. You may need to visit additional Web sites to collect this information.

When you are done, develop a short lesson (40 minutes maximum!) to teach the class about this disability category. **DO NOT LECTURE!** If your group spends more than 5 minutes telling the class answers to the questions above, you will be asked to stop the lesson and do it again at a later date. You must work with your partner to think of other ways to disseminate the information and facilitate construction of knowledge. You can use the **Task Strategies in D2L** as one tool for helping students learn the information. You can show video clips or pictures and use PowerPoint to display this media along with key information, quotes, and directions for activities. Get the class actively involved in the lesson!

A lesson plan format is provided for you. It models similar features of the lesson plan you are required to develop in other classes. There are many variations of lesson plan formats. Once you are in the classroom, develop your own lesson plan format that best fits your needs.

TASK	TARGET	ACCEPTABLE	NEEDS IMPROVEMENT
Written Lesson Plan			
Followed Lesson Plan Format			
Kept within timeframe			
Learner-centered			
Variety of strategies/methods			
Worked well with co-teacher			

Sample Plan

I. General Information:

Lesson Title: Other Health Impairment--ADHD

Teachers: Graham and Minarik

Unit: Disability Categories

Subject: EDSP 404/504

Timeframe: 30-40 minutes

Grade: 4th year Undergrad/Graduate

II. CEC/NCATE Accreditation Standards:

- Gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools. (CC2K2, CC1K8, CC9K1, K2, CC9S5)
- Develop the knowledge, skills, and attitudes necessary for working in a general education classroom with students with disabilities. (CC9K1, K2, CC9S5)
- Define and list the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC2K2, K5, K6, GC1K1, GC2K4, VGCA1a2, VGCB1a, b)

III. Essential Questions: (These guide your review/assessment)

Q1: What is the legal definition of OHI in IDEA and what are some potential conditions that fall under this category?

Q2: Why is it important to have an understanding of the prevalence of OHI in our schools and the conditions associated with this label?

Q3: How can teachers support students with an OHI label in their classrooms?

IV. Objectives: Key Knowledge, Skills, or Attitudes: (aligned with your learning plan)

Obj1: SWBAT identify the essential characteristics K-12 students must have to qualify for special education services under OHI, with a specific focus on ADHD

Obj2: SWBAT explain how to support students who have a condition that falls within the OHI label, with a specific focus on ADHD.

V. Universal Design for Learning (How does the lesson address these categories?)

Representation – Options for presenting content	Engagement – Options for engaging student interest	Expression – Options for demonstrating student learning	Cultural Considerations
☐ Artifacts ☐ Pictures ☐ Graphic organizers ☐ Video Clips ☐ Audio Recordings ☐ Lab ☐ Lecture ☐ Other Misunderstood Minds	☐ Cooperative Group Work ☐ Partner Work ☐ Manipulatives ☐ Movement ☐ Debates ☐ Role plays or Simulations ☐ Other _____	☐ Written response ☐ Illustrated response ☐ Oral response ☐ Model creation or construction ☐ Other _____	☐ Nature of content and race/ethnicity of students ☐ Other Disability
CONTENT	PROCESS	PRODUCT	

VI. Learning Plan:

Warm Up:

1. Begin with a Myth/Fact matrix (Myth on one side of classroom and Fact on the other side) or Agreement Circle (step in if it is fact, stay if it is a myth) activity where students have to determine whether the statements read by the instructor are myth or fact. (2 minutes)

***Myth:** All students with ADHD are hyperactive. **Fact:** The classification of ADHD attempts to account for only inattention, only hyperactivity/impulsivity, or both.

***Myth:** The primary symptom of ADHD is inattention. **Fact:** The primary challenges are behavior inhibition, executive function, time awareness and management, and goal-directed behavior.

Myth: Because students with ADHD react strongly to stimulation, their learning environment should be highly unstructured in order to take advantage of their natural learning abilities. ***Fact:** A more highly structured classroom for students with ADHD is recommended, especially in early stages of instruction.

***Myth:** Inattention in ADHD is characterized by the inability to focus at all or complete any learning tasks. **Fact:** Students with inattention type ADHD do have the ability to hyper focus on learning tasks if given the right environment.

***Myth:** ADHD is a trendy diagnosis in recent times in the U.S. with little research to support its existence. **Fact:** Literature indicates that physicians recognized attention and hyperactivity issues in the 18th, 19th, and early 20th centuries before a firmly established research base supported its existence.

Myth: The social problems of students with ADHD are due to their not knowing how to interact socially. ***Fact:** Most people with ADHD know how to interact, but their challenges with behavioral inhibition make it difficult for them to implement socially appropriate behaviors.

Myth: All students with ADHD need medication to treat the challenging characteristics. ***Fact:** Medication is one option for some students, but students also respond well to targeted supports and self-regulation strategies put in place to improve social, behavioral, and learning outcomes.

* The asterisk denotes the correct response

Lesson Introduction:

2. Introduce the lesson by explaining that the topic is Other Health Impairment with a focus on ADHD. Hand out fact sheets and ask the students to identify (highlight or underline) the words within the IDEA definition they think are critical in understanding how a student would qualify for special educational services. (Limited alertness in educational environment; chronic or acute illness; adversely affects educational purpose) (2 minutes)

Lesson Activities:

1. Group Investigation Activity: Other Health Impairment—Qualifying under IDEA. The class is divided into groups and each group is assigned a condition that may qualify for special education services. Example conditions include: Epilepsy, Asthma, Tourette Syndrome; Diabetes; Juvenile Rheumatoid Arthritis; Childhood Cancer (Leukemia); Autoimmune disorders; Hemophilia; Etc. (1 minute)
2. Groups will search for information related to the condition they were assigned and answer the following questions on chart paper: How is this a chronic or acute health problem? How can it adversely affect educational performance? What can teachers/schools do to support a student with this condition? They will do this for 10 minutes, recording their findings on chart paper. (10 minutes)
3. Groups will then do a gallery walk of the various conditions, no more than 1 minute per sheet, copying a couple key facts about how schools/teachers can support students with these conditions. (4-7 minutes)
4. After completion of the Gallery Walk, the instructor(s) will complete a short (5+1) activity revealing information about ADHD using the same questions as above: How is this a chronic or acute health problem? How can it adversely affect educational performance? What can teachers/schools do to support a student with this condition? Then, ask the students to reflect on this information and write down a couple key facts for one minute. (6 minutes)
5. Introduce the ADHD simulation from the Misunderstood Minds PBS Website. This is a whole group activity with volunteers to participate in the simulation. The first simulation involves the entire class. The second simulation will

involve a class volunteer with whole class discussion following the activity. Ask the students to write down “What? So what? Now what?” twice on a sheet of paper down the left side, skipping a couple lines between each question. (1 minute)

6. **Visual Activity: Reading with Distractions**—A reading passage will appear on the screen with intermittent visual distractions. Try to read the passage and then each person will respond to three multiple choice questions. The class will choose (majority rule) which answer choice to choose for each question. The instructor then asks: “What” challenges did you face during this simulation? (Note that some students with ADHD also have a learning disability in reading, compounding the challenges.) So what did you learn? Now what can you do as a teacher to address what you learned? (4 minutes)
7. **Auditory Activity: Listening to Directions**—A volunteer will have to complete a task involving specific directions while auditory distractions take place. The instructor then asks the volunteer: “What” challenges did you face during this simulation? Then ask the entire class: So what did you learn? Now what can you do as a teacher to address what you learned? (4 minutes)

Lesson Closure and Assessment (Review):

1. Read the “essential questions” at the beginning of the lesson as a prompt to activate thinking. Students are to think about these questions, not immediately answer them. Ask for 4-8 volunteers to stand facing each other in two lines. Have one student share one important fact they learned today to the student across from them. Have that student repeat what he/she just heard and then share something with the next student in line. Repeat the process until all of the students are done. (3 minutes)

VII. Materials/ Equipment/Technology: (What’s needed to teach the lesson)

- Laptops or iPads; SmartBoard for Misunderstood Minds attention activities; chart paper and markers; OHI Factsheets; Web links

VIII. Accommodations and Differentiation Strategies: (Meeting the needs of diverse learners)

- All instruction will be both written and in auditory form. Group activities will involve movement and frequent interaction with peers to provide peer support for reading, writing, and analysis.

Appendix H.

Classroom/Student Inquiry Project

Purpose

The purpose of this assignment is to learn about special education in the school(s) where you are placed this semester. To do this you will be asked to complete three tasks during the semester related to your early field experience and working with exceptional learners.

Each task (Preliminary, A, B, and C) is worth 30 points and your introduction and concluding reflection to the project is worth an additional 30 points for a total of 150 points.

Preliminary Task—Special Education Demographics

Find out the students who are in each of your classes identified as students in “Special Education” or students with IEPs or Section 504 plans (504 students tend to be those with ADHD or diabetes and other medical conditions who do not qualify for special education services, but still need educational support due to their disability). These students might also be known as students who go to the resource room for assistance or to take tests, or who get “special” tutoring. Hopefully, your cooperating teacher has already pointed them out to you. If not, ask him or her directly. You will identify each student by the class they are in and a random number (Period 1-Student 1, Period 1-Student 2, etc.) You need to find out the disability label of the student and the accommodations and supports they receive. Also, find out who supports your classes from special education—teachers and paraprofessionals—and how they support individual students or the class.

Class/Student	Disability Label and IEP or 504	Accommodations/ Modifications	Special Education Support
Period 1-Student 1	Specific Learning Disability—IEP	Read aloud on tests, etc.	Special education teacher available but not in classroom.
Period 2-Student 1	Lupus—504 Plan	Extended time to complete work, notes provided in class	Paraprofessional in room to support

A suggested way to ask for this information: “Could you please tell me the names of the students in each of our classes who have an IEP (Individualized Education Program) or Section 504 Plan so that I might learn how to adjust lesson plans to meet their needs? This information will help me be better prepared to plan instruction and teach these students when I enter my student teaching experience.”

NOTE: There will be some teachers who are reluctant to provide you with this information because they may see disclosing student disability labels as breaching confidentiality requirements, even though you are in the classroom and possibly working with these students several days a week. Please let the teacher know that Radford University holds you to the same

high ethical standards as any teacher or administrator at the school. Violating confidentiality would jeopardize your opportunity to student teach, it would damage Radford University's relationship with the school, and you would receive a zero on this assignment and most likely fail the class. Assure your teacher that you understand the importance of protecting student confidentiality, and therefore, you have planned to use pseudonyms, numbers (e.g., "Student 1"), in developing your chart for this task. Many teachers will find this an acceptable way to maintain student confidentiality, because I (the only one reading your paper) will have no way of identifying the students. Contact me immediately if you cannot gain access to this data!

Please briefly explain how this collection of data can help you as a teacher. What did it teach you about special education in your school(s)? How could it assist you as a classroom teacher?

Task A Interview a Special Education Teacher

1. You will arrange to meet and talk with the **special educator(s)** that work with the students in the classes you are in to ask her/him several questions (see Number 3). In preparing for your interview with the special educator(s):
 - A. Arrange a meeting with a special educator, introducing yourself as a Radford student in their early field experience semester, and stating that you would like to talk about the students with IEPs and 504 plans in your classes. (Offer to hold this meeting before or after school, or during planning or lunch.)
 - B. Ask the teacher if it would be possible for you to view an IEP, IEP at-a-glance, or an accommodations list for one student that he/she could allow you to review **before your meeting**, so that you will be prepared to discuss/ask questions about meeting the needs of the student. Remember, some teachers will want to black out student names before handing these documents over to you, and that is fine.
2. When you meet with the special educator, please document the conversation you have with the date and approximate time. Discuss and obtain the following information. Your special education teacher can choose to talk about just one student or multiple students he/she works with on a daily basis. Be sure when you write down responses to these questions. Please use pseudonyms for student names in your report:
 - What special education services or supports do the students you serve receive? If there is a paraprofessional in the classroom, how do they support students with disabilities?
 - When I prepare to teach a lesson, how should I adjust my lesson plans to meet their needs? Do you have any information to share about these students that might help me in my planning and teaching?
 - What modifications or assistance do these students need or get when I give a test?
 - Are there any behavioral or emotional issues I should be aware of, and what are the best strategies for addressing those?
 - What does the IEP say the general educator or classroom teacher is responsible for? What does the general educator do on a regular basis to meet the needs of the identified students?
 - What are the ways you collaborate with the general educators, or wish you could collaborate, to support students with disabilities?

Task B Observation of One Class Over 5 Days

Observe one class over 5 days and consider the following questions to summarize your findings:

- How frequently is a special education teacher and/or paraprofessional present in the classroom?
- Are collaboration and/or co-teaching occurring in the classroom? If so, provide examples. If not, do you think it is needed? Explain your response.
- How are special education services being delivered to the identified students?
- How are accommodations and/or modifications actually being provided to the identified students?
- What observed practices would you incorporate in your own classroom? How might you support students with disabilities differently if this was your classroom?

Task C Teach a student with a disability

You may complete this task in any number of ways:

- Locate a student with a disability in need of extra support in your content area. Develop an individualized lesson to support one or more students in the form of tutoring preparation for a quiz, test, or other assignment.
- Team with your cooperating teacher or the special education teacher to support a small group of students during a content area lesson (group must have at least one student with a disability).
- Teach a content area lesson in one class containing students with disabilities
- Other (Suggest an alternative to the instructor for approval)

You are not required to do more than 50 minutes of instruction/support for this task. You are required to use a Makes Sense Strategy and develop a lesson plan to follow using our lesson plan template or one approved within your discipline. The lesson plan will identify the accommodations/modifications for students with disabilities and include a reflection of this experience (What went well? What was a challenge? What would you do differently next time? What did you learn from this experience?)

Final Thoughts

Begin this project early! A holistic rubric is provided to grade this project and target scores will meet all of the criteria listed in this project description.

Project Scoring Rubric (Holistic)

Target 140-150 = Project demonstrates excellent composition skills including a clear and thought-provoking analysis in the tasks A-C (Preliminary Task-Demographics; A-Interview a SPED Teacher; B-Class Observation; C-Teach a SWD), appropriate and effective organization, effective expression, presentation, and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. Contains fewer than 3 spelling, grammar, and punctuation errors. The project format perfectly meets all of the requirements for the tasks.

Target/Acceptable 135-139 = Project contains strong composition skills including a clear and insightful analysis in the tasks A-C (Preliminary Task-Demographics; A-Interview a SPED Teacher; B-Class Observation; C-Teach a SWD), although development, expression, presentation, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. Contains fewer than 5 spelling, grammar, and punctuation errors. The project format effectively accomplishes the requirements for the tasks.

Acceptable 120-134 = Project contains above average composition skills, including a clear analysis in the tasks A-C (Preliminary Task-Demographics; A-Interview a SPED Teacher; B-Class Observation; C-Teach a SWD), although development may be insufficient in one area and expression, presentation, and sentence style may not be consistently clear and effective. Shows competence in the use of mechanics. Contains fewer than 7 spelling, grammar, and punctuation errors. The project format accomplishes the requirements for the tasks with an overall effective approach.

Minimal 105-119 = Project demonstrates competent composition skills including adequate development and organization, although the development of ideas may not be strong, assumptions may be unsupported in more than one area, and the expression, presentation, and sentence style may not be clear and effective (Preliminary Task-Demographics; A-Interview a SPED Teacher; B-Class Observation; C-Teach a SWD). Contains fewer than 10 spelling, grammar, and punctuation errors. The project format minimally accomplishes the requirements for the tasks.

Minimal/Unacceptable 90-104 = Composition skills may be flawed in the clarity, development, or organization of the tasks A-C (Preliminary Task-Demographics; A-Interview a SPED Teacher; B-Class Observation; C-Teach a SWD). Expression, presentation, sentence style, and mechanics may seriously affect clarity. Contains fewer than 12 spelling, grammar, and punctuation errors. The project format minimally accomplishes a majority of the requirements for the tasks.

Unacceptable 89 or below = Composition skills may be flawed in two or more areas. Expression, presentation, sentence style, and mechanics are excessively flawed (Preliminary Task-Demographics; A-Interview a SPED Teacher; B-Class Observation; C-Teach a SWD). Contains fewer than 14 spelling, grammar, and punctuation errors. The project format fails to accomplish the requirements for the tasks.

Appendix I.

Unit Plan Project

In this assignment, you will construct University of Kansas Center for Research on Learning Strategic Instruction Model (SIM™) Content Enhancement Routines and Makes Sense Strategies to support a unit of instruction in your content area. The routines and strategies each use a graphic organizer or other visual display, and/or a set of explicit steps within an instructional sequence. These routines and strategies are designed to make unit content more easily understood and remembered. The routines that we will learn include:

- Unit Organizer
- Question Exploration Routine
- Concept Mastery Routine
- Framing Routine
- Vocabulary LINCing Routine
- Recall Enhancement Routine

We will also learn a series of Makes Sense Strategies to support delivery of content. You will select a **unit of instruction** in your subject area (an SOL) and print the SOL Curriculum Framework for that one SOL. You **ARE NOT** planning the whole unit or turning in all lessons, materials, assessments, etc., that you would have in a unit. You are turning in **enhancements** (activities) for the unit only.

You will work individually on the project and receive small group feedback and assistance on the routines from your peers and the instructor when you go through the professional developments.

Required Pieces:

1. Write out the **Grade Level and SOL(s)** that the unit addresses (not just the numbers).
Use this as your cover sheet
2. Print a copy of the SOL Curriculum Framework for the SOL you chose.
3. Design a **Unit Organizer** that gives an overview of the unit. (20 points)
4. Design a **Concept Diagram** to teach **one key concept** in your unit. (20 points)
5. Design a **FRAME OR Makes Sense Strategy Frame** for the specific content of your unit. (20 points)
6. Design a **Vocabulary LINCing** table, **Recall Device**, **OR Makes Sense Vocabulary Strategy** that addresses a minimum of **4 important vocabulary** words in the unit. (20 points)
7. Design a **Question Exploration** Routine to address on essential question from the unit. (20 points)

You will have time in class to develop draft routines and to experience the routines as a student. You will turn in a draft after receiving professional development in each routine. The instructor will provide feedback to assist you when you turn in the final copy. The completed project due date is listed in the syllabus. This project is worth 100 points. Use the rubric to guide development of your project!

In addition to the requirements listed above, graduate students are required to develop two lesson plans for the unit, incorporating at least one routine or strategy in each lesson. Each lesson is an additional 50 points. The graduate assignment is worth 200 points. A separate holistic rubric is available for the lesson plans.

Name	Target	Acceptable	Minimal	Unacceptable
Created a Table of Contents with the name of each instructional strategy and listed the SOL (written out) and grade level for the content addressed.	No points off total	2 points off total Missing one element or failed to write out SOL (Just provided the number)	4 points off total Missing two elements	6 points off total Missing more than two elements
Grammar and Spelling, neatness	0-2 errors (No points off total)	3-4 errors (2 points off)	5-6 errors (4 points off)	More than 6 errors (6+ points off)
Design a Unit Organizer that gives an overview of a unit.	20 points All sections completely and correctly filled out with linking words connecting the unit map and extended map. – All Unit Questions require broad answers and are connected to the content in the map (Why, How). – Content is aligned to the SOL or related standards.	16-18 points Most sections (all but one) completely and correctly filled out with linking words connecting the unit map. – Most Unit Questions (all but one) require broad answers and are connected to the content in the map (Why, How, What). – Content is aligned to the SOL or related standards.	14-15 points Some sections (more than half) are completely and correctly filled out with no linking words connecting the unit map. – Some Unit Questions (less than half) can be answered in a sentence or less. Not all of the questions are connected to the content in the map. – Content not clearly aligned to the SOL or related standards.	Less than 14 points Few sections (less than half) are completely and correctly filled out with no linking words connecting the unit map. – Most Unit Questions (more than half) can be answered in a sentence or less. Not all of the questions are connected to the content in the map. – Content not aligned to the SOL or related standards.
Design a Concept Diagram to teach one key concept in your content area.	20 points – Filled in all sections. – Definition matches targeted, overall, and always present characteristics.	16-18 points – Filled in all sections. – Definition matches targeted, overall, and always present characteristics but some characteristics missing.	14-15 points – Filled in all sections. – Definition does not completely match targeted, overall, and always present characteristics .	Less than 14 points – Filled in all sections. – Definition does not match targeted, overall, or always present characteristics .
Design a Makes Sense Frame OR Content Enhancement FRAME for specific content	20 points Filled in all sections including “so what?” statement. Organized and easy to read. Frame can be logically read by column and row.	16-18 points Filled in all sections including “so what?” statement. Organized and easy to read. Frame can be logically read by column.	14-15 points Most sections filled in (possibly missing “so what?” statement). Not well organized and/or easy to follow.	Less than 14 points Frame incomplete and not clear. Not well organized or easy to follow.
Design a Vocabulary LINCing table, Recall Device, OR Makes Sense vocabulary strategy that addresses a minimum of 4 important vocabulary words in the content area	20 points Devices followed rules. Developed devices for 4 or more vocabulary words.	16-18 points Devices followed rules. Developed devices for 3 vocabulary words.	14-15 points Devices did not follow all rules. Developed devices for 2-3 vocabulary words.	Less than 14 points Devices did not follow rules. 2 or fewer words.
Design a Question Exploration Routine to address on essential question from your content area.	20 points All sections completed, following steps. Supporting questions had responses using a visual rather than just text.	16-18 points All sections completed, following steps. Supporting questions had responses using text.	14-15 points Some sections not clearly explained or easy to follow. Supporting questions had responses text. Weak real life connection.	Less than 14 points All sections not clearly explained or easy to follow. Supporting questions had incomplete responses. No real life connection.