Trouble in Paradise:

A study of who is included in an inclusion classroom

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Rationale and Setting

Downtown City[1] is a new and evolving community in Lower Manhattan. The past ten years have seen buildings and stores rapidly sprouting up along the recently re-developed waterfront. High-priced apartments and river views have attracted businesspeople, young professionals, and international entrepreneurs to the area. Several years ago, many local families petitioned the city to open a new school in the vicinity in order to accommodate the overflow from the existing school in the nearby neighborhood. When it opened, P.S. ABC was a very small school, consisting of only one pre-kindergarten class, two kindergarten classes, one first grade, and two second grades. The school has grown steadily since then, and now has two or three classes on a grade.

In 1999, its second year of existence, P.S. ABC was designated an "Inclusion" school for the school district, an area including parts of several neighborhoods in Manhattan. According to the Individuals with Disabilities Education Act (IDEA) of 1997, school systems must provide the least restrictive learning environment for children with special needs. As an Inclusion school, P.S. ABC must be equipped to service children with disabilities, who are capable of working in a regular education setting with support from special education teachers and other service providers. The school maintains one class per grade in which children who have Individualized Educational Plans (I.E.P's) are grouped with their typically developing peers. Two co-teachers, a special educator and a general educator, head each Inclusion classroom, working side by side as a collaborative team. In the lower grades at least one paraprofessional supports the group as well. Each

[1] All names have been changed to preserve anonymity.

class may have a legal limit of 10 children with I.E.P's (children with special needs) and 15 general education children.

After teaching first grade at P.S. ABC for three years, I was offered a position as the general education teacher in the second grade Inclusion team. I accepted this invitation with curiosity, excitement, as well as some trepidation, since my work in special education was limited to the few children who had passed through my classroom and later been identified with learning or social/emotional disabilities. I met my co-teacher, Jennifer, for the first time during her interview the summer before we began teaching together. We met twice after that to get to know one another, and to begin to plan for the upcoming school year. This was Jennifer's first year as a head-teacher in a classroom. She came to the job armed with ample knowledge of special education, community-building, and curricular modifications, yet she had little experience working in a public school setting, developing curriculum, or managing a large group of children. Together, we decided that our focus this year would be to create a community of learners who could work together respectfully and effectively, while developing and teaching curriculum to meet the needs of the diversity of students' abilities.

Our class consists of 24 students. About half the children reflect the demographic of the immediate neighborhood: many Caucasian children from white-collar families and several who are first generation immigrants from Southeast Asia (Japan, Korea and Pakistan). Some are the children of diplomats and foreign business people, others come

from families of artists, writers, and professionals who work in the media and finance, among many other things.

Seven of the 24 students in the class have been classified as “special education” students. These children struggle with a variety of developmental delays, such as expressive and/or receptive language processing disorders, physical disabilities, or social/emotional issues. These children each possess a complex combination of disabilities, which contributes to their daily challenges in school. Gregory has a mild case of autism, and has a severe speech impediment. Dylan has a cleft lip, has been diagnosed with Sensory Integration Disorder, and is currently being evaluated for Attention Deficit Hyperactivity Disorder. These two boys are Caucasian, and live in the downtown area. They come from well-educated working class, and middle-upper class families.

The remaining five special education students are bused to and from P.S. ABC from other neighborhoods in Manhattan because they have been mandated to participate in the Inclusion program for their district, at our school. Two of these children are African-American and three are of Latin American or Central American descent, and live in homes where Spanish is spoken regularly by parents or grandparents. These families come from a lower socioeconomic bracket than the families who live near the school. Luiscarlos’ parents emigrated from Mexico within the last 10 years, and work long hours to support his 3 siblings, one of whom has down’s syndrome. Victor’s mother struggles with her own learning disabilities, and clearly has difficulty composing even simple notes to communicate with school. His father is incarcerated, and has been in prison since he

was a toddler. Shayla lives alternately at her father's apartment or her young mother's place, with her grandmother and aunt, who suffers from severe sickle cell anemia and is rushed to the hospital on a regular basis. This is Antoine's second year in second grade. His mother speaks Spanish to him at home, but his older sister often does his homework for him, since his mother is busy caring for her newborn baby. Although they recently moved to a new apartment uptown, during the week Antoine, his siblings, and his mother stay at their grandmother's apartment further downtown so that he may go to school at P.S. ABC. Kyle, whose family hails from Puerto Rico, lives with his mother and father and several siblings, but does not have a phone by which we can contact his family. He is absent an average of 4-5 days of school each month. We have only seen his mother once, when she came to pick him up from the nurse's office for a case of conjunctivitis. It is unclear whether his mother understands English. The parents of these five students work hard to support their families both financially and emotionally, and most have been willing to make time to work with the school to help their children succeed. They have made efforts to come in for parent-teacher conferences and annual meetings to determine services for their children. However, these parents rarely have time to join in all-school events, come to their children's birthday parties during the day, or attend their dance and music performances. Overall, they have very little interaction with the larger school community.

All seven of our inclusion students have been diagnosed with some type of receptive or expressive language delay, and all receive services for speech and language development. The speech pathologist pulls each of these students out of our classroom for about 45

minutes per day, to work on language issues individually, in pairs, or in small groups. Other service providers work with them for an array of supports during the week, including physical therapy, occupational therapy, and social-emotional guidance. As a result, the children spend a significant amount of time outside the classroom, and away from the general activity of the group.

As I began the year teaching second grade, in the inclusion program, I wondered about what inclusion might mean to the children of the class. The physical, academic, and social differences between the special education students and the children from the immediate neighborhood might have an impact on the self-esteem of the special ed. students. I thought about how much time they spent away from the class group, and wondered if, while they might be "integrated" into the class to some degree on a physical level, their peers would still consider them "outsiders." Beginning in August, my co-teacher and I decided that we would make discussing and reflecting upon our practice our highest priority, and, given my concern about the special ed. children, we decided to develop a social curriculum which would prevent the isolation or exclusion of the students with disabilities from social and academic activities. We carved out a specific time each week to work on social issues within the group, build community, and create a climate of acceptance, compromise, and true respect for differences.

Questions

In this study I examine how truly "inclusive" my class was this year. I questioned whether it was possible, despite differences in academic and social skills, to fully

incorporate children with special needs into a general education classroom so that their general education peers would value and include them in their games. And, if so, what impact do race, economic status, social skills, and language deficits have on their social roles in the group? A related question is: How might team teachers facilitate continuous, meaningful relationships between special education students from all backgrounds, and their peers of average development?

A Need for Social Skills Instruction and Cooperative Learning

Before continuing with a discussion of my classroom, and the Inclusion program in general, it is necessary to define the terms. Inclusion, as determined by the Individual with Disabilities Act of 1997, must provide children with the "least restrictive environment" in which they can learn. The goal of this mandate is to integrate children more fully into the mainstream educational system. It is presumed that, when placed in inclusive settings, children with special needs will benefit from interacting with models of typical development, and in turn, will develop appropriate social skills, and ultimately become more accepted by their peers. Instead of being relegated to a separate room in the school building, children with special needs are increasingly being incorporated into the ordinary activity of schools with the intent of preserving and even increasing their self esteem.

Mara Sapon-Shevin (1998) writes "mere physical inclusion does not guarantee social inclusion and many students with disabilities as well as students from other marginalized groups continue to be 'islands'." Children with special needs usually have an array of

disabilities to contend with during the average school day, and studies have shown that students with learning disabilities have weaker social skills and are less accepted by their peers than typically developing children. In an analysis of social skills literature, Kavale and Forness (1996) reported that roughly 75 percent of students with learning disabilities displayed social skills deficits. Research has also shown that "social skills deficits and poor peer relationships have been identified as one of the most powerful predictors of poor social adjustment and mental health problems later in life" (Guevremont &Demas, 1994; Parker & Asher, 1987). Clearly, social deficits have an impact on children's lives, and need to be addressed as early as possible.

In order for children with special needs to benefit from the social opportunities in an inclusive setting, they need to be given support from their teachers and peers to move ahead (Salend, 1999). Cooperative learning curricula are effective means for teaching children to interact with others appropriately. In fact, research demonstrates that traditional educational models may have an adverse effect on students' popularity and ability to succeed in the classroom. "The longer traditional instructional methods are used, the more likely it is that special-education students will be perceived in a stereotypic manner by their regular-education classmates. The rigidity of regular-education students' perceptions of their peers may present a major barrier to successful inclusion." (Putnam, 1996)

Students must be given numerous opportunities to interact with their peers in positive ways. In addition to general community-building activities and cooperative learning,

teachers should help to facilitate friendships through direct instruction, modeling, prompting, coaching, and role playing (Salend, 1999).

Data Collection

Tools

In an effort to gain insight into my students' social and emotional world, I employed several methods of data collection. Some were quantitative, while others were more informal and observational. I interviewed individual students and parents, recorded student comments during class discussions, took notes on class activities, and kept track of their afterschool activities. I also kept records of the children's comments during the numerous community-building activities that took place throughout the academic year. A fundamental source of data was a survey of children's social choices, called a sociogram, which my co-teacher and I conducted several times throughout the year. We looked to these sociograms to provide a sense of social grouping and alienation within the class group.

Written Records of "Compliments"

Ruth Charney (date) writes about the importance of building community among students, to create a safe, productive, and disciplined working environment, where students follow rules and respect differences in learning styles and backgrounds. She writes, "A social curriculum, one which permits us to teach self-control and social participation, takes time. Time to stop lessons when the tone of the room is awful. Time to discuss what went wrong out at recess. Time to tell others about the baseball game, the baby sister, the death

of a pet. Without time in our day to talk to children and allow them to talk to each other, there will be no discipline, only disciplining"(p. 11).

In addition to allowing for impromptu discussions about interpersonal or group issues, partnering children a regular basis, and using collaborative teaching strategies as a fundamental method of instruction, Jennifer and I reserved a place in our schedule each week for teaching social skills explicitly, talking about behavior and classroom management, and exploring what it means to work as a group. Throughout the first weeks of school we scheduled at least one activity each day to help children establish social connections, develop friendships, and agree to and internalize the rules and expectations for classroom conduct. Eventually we set aside a time in our schedule for group work to occur once a week (with the knowledge that we would add more time for these discussions when necessary). Our "Community Meeting," took place every Friday morning before lunch, and included activities such as games, role-playing activities, collaborative art projects, or discussions. Each Community Meeting opened with a greeting of a clap, handshake, or squeeze, passed from one child's hand to the next.

One activity we repeated throughout the year was a ritual we called "Compliments." During a Compliments meeting, each child was given a turn to hold a beanbag, decorated with a happy-face, which the class had named "Max." The child holding Max then became the subject for discussion, and his or her classmates could raise their hands to offer a compliment. The child holding Max (the *receiver*) then chose a student (the *complimenter*) from whom to receive a compliment. By the end of the meeting, each

student had not only *heard* one compliment from a peer (or a teacher) but s/he had also witnessed how many children *wanted* to give a compliment.

My co-teacher and I had several goals in mind for these meetings. First, we wanted children to feel appreciated and accepted by their peers. Second, we wanted them to consider and recognize one another's unique strengths. Third, practicing positive social skills in a structured setting would allow students to transfer these skills to their independent interactions outside the classroom. In order to acknowledge and achieve our goals, we concluded each discussion with a group reflection. During our first compliments meeting, one little girl said that after giving a compliment she "felt power in my heart." Another boy said, "I felt like I was giving some happiness."

While we sought to improve social skills and general group dynamics through our Compliments meetings, they also proved informative about relationships between special education and regular education students. Each compliment given provides two forms of data: 1) Children who offer compliments demonstrate kindness and a desire to praise the *receiver*. 2) Each receiver selects their *complimenter*, and in doing so, expresses an interest or preference for the *complimenter* over other children.

Keeping these two factors in mind, I recorded all compliments, the *receivers*, and their *complimenters*. During the three meetings I recorded (November, December, and May) five of the six special education students who were present chose to be complimented by students in the regular education program. While many of these students chose to play

with other special education students out in the yard, when it came to their social preferences in this group setting, they sought praise from their regular education counterparts, demonstrating a true desire to be included and appreciated by the general population of the class. In turn, for each special education student who was a *receiver* several regular education students raised their hands to offer compliments. This was an encouraging sign for Jennifer and me, indicating that, in general, these students were being noticed, accepted, and appreciated by their general education peers.

Interviews with students

In order to feel included in a group, one must feel desired or liked by the general population. With this in mind, I interviewed children to access their perception of the class, and their perception of themselves in the group. I asked each child two simple questions. "Do you like the kids in this class?" and "Do you think the kids in this class like you?" Every child answered yes to the first question, showing a general sense of approval and enjoyment of the class group. Except for one child (Antoine), all children answered yes to the second question. I was pleased to hear that, on the whole, the students in my class seemed content and felt accepted by their peers. Unfortunately, the only child who felt underappreciated was one of the special education students.

Sociograms

While Compliments meetings and interviews provided some information about the general culture of the classroom, I wanted to get a more in-depth view of the social networks within the group. All children received compliments, but were all children equally desired

or accepted by their peers? I decided to survey my students to find out more information. A "sociogram" is a simple, yet effective method of surveying students to gauge the social composition of a class group. Salend (2000) describes this form of data collection in his review of strategies for evaluating the impact of inclusion on students with special needs. Usually a student responds to a simple set of questions about his or her friendships, stated in a developmentally appropriate manner. After gathering information from every child in the class, the researcher creates a "social map" of the class group, through which various sub-groups or cliques can be determined, as well as isolated students, or outcasts (figures 1-4).

Because of the sensitivity of the questions and our students' limited writing skills, I chose to interview individual children privately, rather than asking them to respond in writing (as would be done in a traditional sociogram). While the phrasing changed over the course of the year, my co-teacher and I posed essentially the same question to every child at each successive survey. We asked, "If you could have a playdate (be partners on a field trip, have a sleepover, etc.) with any child in this class, which child would you choose? Who would be your first and second choices?" We recorded each student's choices and, following each survey, created social maps from our findings. Each map consists of the children's names, with arrows extending from each "chooser" to each "chosen" child (first and second choices are charted as solid and dotted lines, respectively). Children who have several arrows pointing towards their name are considered *stars*, or leaders amongst their peers, and those who are not selected by anyone are the *isolates*, or the least accepted children in the group. The number of arrows

pointing towards a child determines his or her score on a sociogram. For example, a boy who was chosen as a first choice by one child, and a second choice by two others, would receive a total score of three points. A child who was not chosen at all would get a score of zero, and would therefore be called an *isolate.* This form of data collection was extremely helpful in taking the social temperature of our class. I was able to get a rough snapshot of the class groupings in order to identify those children who were most popular, and those who were left out.

We conducted our first sociogram in mid October (fig. 1), after children had had ample time to become re-acclimated to the school setting, and had begun to make some friends. The children's selections were fairly evenly distributed across the class (fig. 5). The majority of the class scored either one or above (meaning that they were chosen by at least one other child). The *isolates* group consisted of five students. Of those five *isolates*, three were students with special needs. In addition, the majority of the special education children scored in the lowest group (with scores of 0-1). Four of these children, Shayla, Kyle, Luiscarlos, and Antoine, come from non-white, working class families. The fifth low-scoring child, Gregory, had just entered our class that week, and had yet to make friends. In contrast, Dylan, a boy from the neighborhood, was the *star*, with a score of four. Victor was the only African-American child who scored two points.

Our second sociogram, conducted in December, told a slightly different story (fig. 2). By this time the group had been together for several months, participating in community meetings weekly, and children had established new friendships and developed some new

social skills. Overall, most of the class scored between one and three points, with a large percentage being chosen by at least two students. Two general education students were the *stars*, with four points each. Both Victor and Dylan scored high again, with three points each. The five children who scored low in the first sociogram remained in the bottommost group,

By the time we conducted out third sociogram in February (fig. 3), the atmosphere had changed slightly. Most students in the class fell towards the middle of the scale, scoring between one and three points again. This time, more special education students came within this range. In addition, only three children remained in the lowest group, including Kyle, Shayla, and Luiscarlos, two of whom remained *isolates*. However, by this point four of the seven special education students had at least one friend in the class. Apparently, the group had become more open, and was beginning to accept and integrate these children more consistently.

Our final sociogram (fig. 4) demonstrated that the trend continued. Most of the general education students scored between zero and three points. However, six of the seven students with special needs were chosen by at least one other child, and three of them got scores higher than one. Once again, however, Kyle was the *isolate.*

In analyzing this data, it appears that overall, the class population became more "inclusive" and that all children were eventually chosen by at least one other child in the class (fig. 5). In addition, the children with disabilities became increasingly popular as a

whole, across the year. It seems that each student experienced social connections, built friendships, and had a role to play in the group. This was good news, as "even one reciprocal friend seems to provide a potent immunization against the negative outcomes associated with low peer acceptance" (Howes, 1988). Upon closer inspection, however, it appears that while there were slight increases in their social status, the positions of the special education students were quite limited. Shayla, Luiscarlos, Antoine, and Kyle consistently scored among the lowest in the group. When averaged across the entire year, their mean scores (ranging from 0.5 to 1) were lower than all other children in the class.

It is also important to look at the social networks within the class group. For instance, Luiscarlos, Kyle, and Antoine only scored above zero when they chose one another. Shayla consistently scored one point from her only friend in the class. Dylan, who was *star* at the beginning of the year, remained near the top of the class throughout the year, and was selected by a range of students from the general and special education population. As Gregory became more familiar to the class he scored higher on each successive sociogram. Victor consistently scored fairly high, with a final average of 2.25. Both Gregory and Victor always received one of their points from another special education student.

As I considered this data over time, I began to see some patterns emerging. The special education children had gained popularity, and were more desirable to their peers, but they had formed a social network within the margins of the class. Rather than being fully integrated into the group activities and social circles in the class, they had formed their

own clique. A new set of questions arose: Why had these children segregated themselves? What kept them from becoming more fully integrated into the group? If children who look different and come from different types of homes are more likely to be left out, why then, did Victor score so well on the sociograms? What do Shayla, Kyle, Luiscarlos, and Antoine have in common that sets them apart from the class?

Recording and Observation of In-school and Out-of-School Social Interactions

Work with Service Providers

In addition to their social interactions in the classroom, the special education students in my class have many opportunities to build and solidify their peer relationships outside the class walls. As noted above, one component of the inclusion program is that children with special needs leave the classroom on a regular basis to attend their related services. All seven students go to the speech and language pathologist's office for extended periods of time most days. Five of them meet with a guidance counselor in pairs or threesomes, and three work with an occupational therapist in small groups. As a result, these children have common experiences outside the routines of the classroom, setting them apart physically from the rest of the group. These small groups reflect the smaller social networks illuminated by the sociograms. Their distinct and common and experiences separate these children from the rest of the class, while giving them a sense of belonging to a smaller group.

Afterschool Activities

Children at P.S. ABC have busy lives, and are quite social afterschool. Many students go to the on-site daycare program after school each day, where they participate in activities such as cooking, sports, art, or drama. Others are collected by their parents or babysitters, and attend soccer, ballet, swimming, or music lessons. Many of these students have regular playdates with their friends after school. The rest of the students take school buses after school, either to their homes in the neighborhood, or to other neighborhoods around the city. Of the special education students, Dylan and Shayla go to the afterschool program every day, Gregory walks home with his mom or dad, while Antoine, Victor, Kyle, and Luiscarlos take buses home to their neighborhoods. It is important to note that these buses take them to neighborhoods several blocks uptown, where they attend other afterschool programs or go home to be watched by siblings or grandparents. Aside from Shayla, the non-white students have little or no interaction with their classmates after school. Until this year, in fact, Victor, Luiscarlos, Kyle, and Antoine had never been on a playdate with their classmates from P.S. ABC.

When Gregory joined our class in October, Jennifer and I observed that he was lacking many social skills such as making eye contact with people when speaking to them, speaking loud enough to be heard, and answering people's questions. As a result, we recommended that he begin to have regular playdates as a form of social training. Starting in December, Gregory's mother began to arrange to have individual children over for weekly playdates. Not surprisingly, his preferred playmates were children with whom he shared out-of-class time. Thus, Antoine, Luiscarlos, Kyle, and Victor each had three playdates at Gregory's house near the school. The effect of these playdates on all

children involved was remarkable. Luiscarlos, Kyle, Antoine, and Victor all had the same reaction. On the day of the playdate, they talked about their afterschool plans at every opportunity, reminding teachers multiple times that they would *not* be taking the bus, and letting other children know that they would be playing with Gregory at recess. In turn, Gregory's playdates may have accounted for his increased popularity on the sociogram over the course of the year. Gregory's mother told me that, because the parents work long hours and cannot pick up their children downtown until they get off work., these playdates were usually quite long, extending until about nine o'clock in the evening.

It is clear that, aside from very occasional playdates, children from other neighborhoods have little or no chance to make social connections outside of the school setting Other opportunities for children to socialize outside of school included school-wide or class-wide experiences in the evenings, such as family picnics, a harvest fair, and several fundraisers; all of which took place in the school or in nearby parks and restaurants downtown. As mentioned above, very few of the students who live outside the neighborhood attend these events, providing few chances for these families to get to know and be known by the neighborhood families. While classmates accept the children with special needs from uptown in the classroom, and display affection for them during the academic day, they cannot be fully integrated into the social climate of the group without additional shared experiences, outside of the classroom and school hours.

Our Story – Teacher Planning

Jennifer and I observed the social networks evolving and growing. We worked hard to facilitate friendships among students, and across social boundaries. We spent long hours during preparation periods discussing individual children's strengths and needs, and planned activities that might support social skills growth among our students, in particular the special ed. students who appeared to be isolates. For instance, we noticed that Antoine was having great difficulty expressing his needs when he was being left out or not being treated fairly. We planned our next Community Meeting to address the issue of assertiveness. For the meeting, children chose slips of paper, on which were written vignettes about a conflict between two students. The students took turns performing these scenes for the class and the group helped them to solve them. We watched Antoine develop these skills all year long, and saw him increasingly able to speak up for himself and his peers when the situation was not fair.

In addition to our Community Meetings, we set up structures in our classroom to support new friendships, paired *isolates* with popular students for fun and academic activities, and capitalized on the strengths of our children with special needs. These activities were enjoyable to plan, but took time out of our scheduled planning blocks. We found that we needed additional time to discuss the children's social needs, observe them in the playground, speak to their parents, and meet with specialists in the school to determine what supports they might need.

Analysis

The picture that emerges from our various data sources is complex. By certain standards, our class could be considered an accepting and inclusive environment for all children. Every student received compliments from his or her peers, most children felt that they were liked by their classmates, and all children were eventually selected as someone's "favorite" friend. However, upon closer investigation, a disturbing fact emerges: the children who look and sound different are *not* as popular as their classmates. In fact, they form their own, separate social grouping. This may be due to several factors.

First, the majority of our students with special needs suffer from expressive and receptive language delays, which may impede their ability to engage in conversation, share stories, and play with their schoolmates. Children of average development became more linguistically adept across the year, and despite explicit social instruction, the special education students were not acquiring verbal skills at the same rate, and therefore did not learn to be able to negotiate challenging social situations. As a result, they often relied on less language-based play, such as fantasy games, or less rule-oriented physical games such as swinging on the monkey bars in the playground.

Second, because they do not live in the immediate neighborhood, and because of their parents' busy work schedules, our children with special needs had difficulty participating in out-of-school activities, and missed out on key opportunities for shared social experiences and non-academic interactions. As one parent reached out to these children and made efforts to integrate them into her son's afterschool life, they brightened up, and

seemed to feel ever more accepted and excited by the prospect of a playdate. It was astounding what a playdate could do for these children's self-esteem, engagement in the community, and social status.

Finally, when in school, the Inclusion students spent much of their time together, away from the classroom. Jennifer and I tried to schedule group activities when we knew we would have our full enrollment, but students' individual schedules were complex and often unpredictable, and it was impossible to keep all students involved in every activity. In giving them special support, the instruction itself was setting them apart from the mainstream.

In some sense, a caste system has been set up in my classroom. While the children in the class have been open-minded, flexible, and accepting towards one another, some obstacles seem to be insurmountable in creating a truly "inclusive" classroom.

Policy Implications

Some issues involved in these problems may be greater than can be tackled by the educational system, yet there are a few important things that can support inclusion for all children.

1. Time

- Schools must create time for Community-Building activities based on students' needs.

- Team teachers require additional planning time to assess, reflect, and plan activities which meet the specific social needs of the group.
- Team teachers require extensive time to coordinate with service providers, to retain students in the classroom as much as possible.

2. Instruction

- Children with learning disabilities suffer from a lack of important social skills, such as verbal negotiating, turn-taking, and listening. In order for these students to be able to communicate and integrate more comfortably with their schoolmates, schools must teach social skills explicitly through modeling, discussion, read-alouds, and games.
- Specialist teachers, such as occupational therapists, speech pathologists, and counselors, should work within the classroom setting, so that children can have common experiences with their typically developing peers as much as possible.
- In order to do this, specialist teachers must have smaller case-loads so they might have more time to meet with teachers, and spend more time in classroom settings.

3. Outreach

- More schools in all areas of the city should have Inclusion programs.
- In an effort to provide more opportunities for children with special needs to interact with peers of average development during non-academic times of the day

schools should provide subsidized, or no-cost, on-site daycare for working families.

- Schools should make every effort to translate materials for families from other cultures, and to provide transportation to school-wide events, so that students from other neighborhoods may attend social activities outside of school with their peers.

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Figure 1

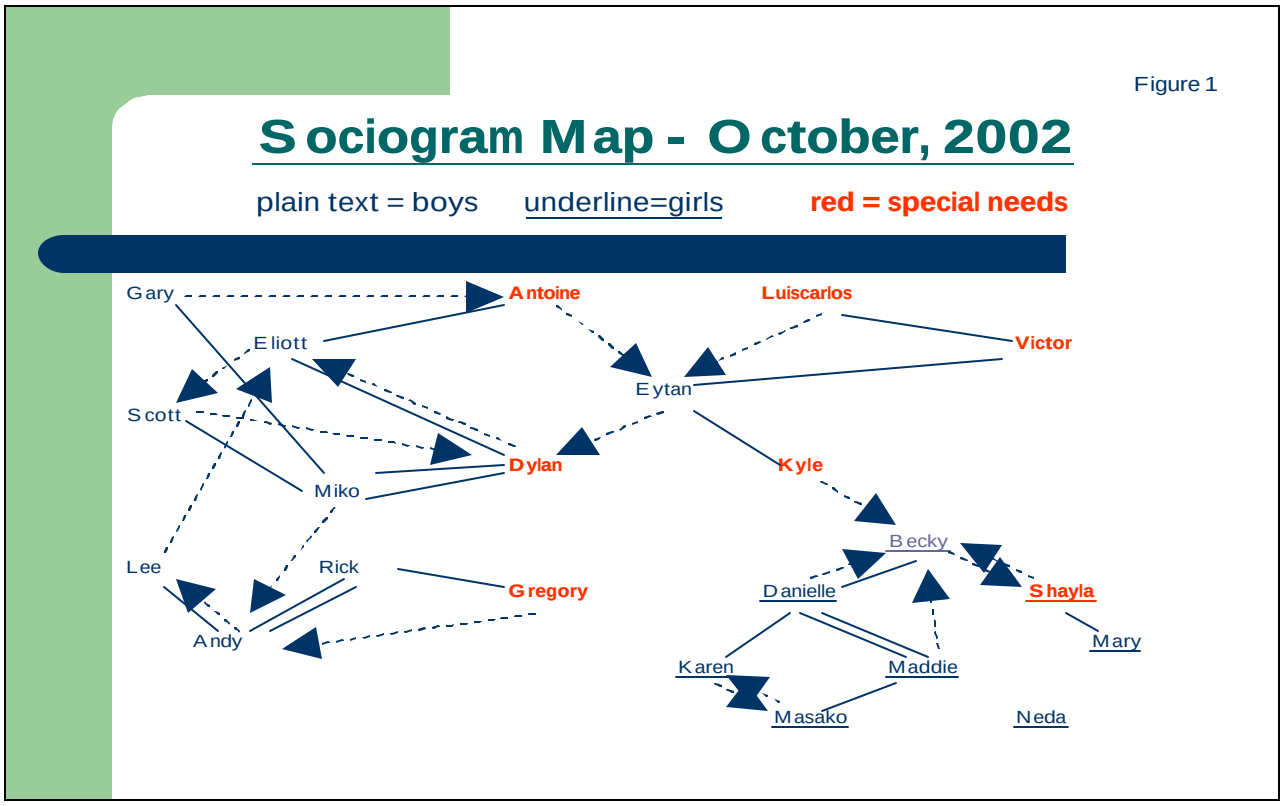


Figure 2

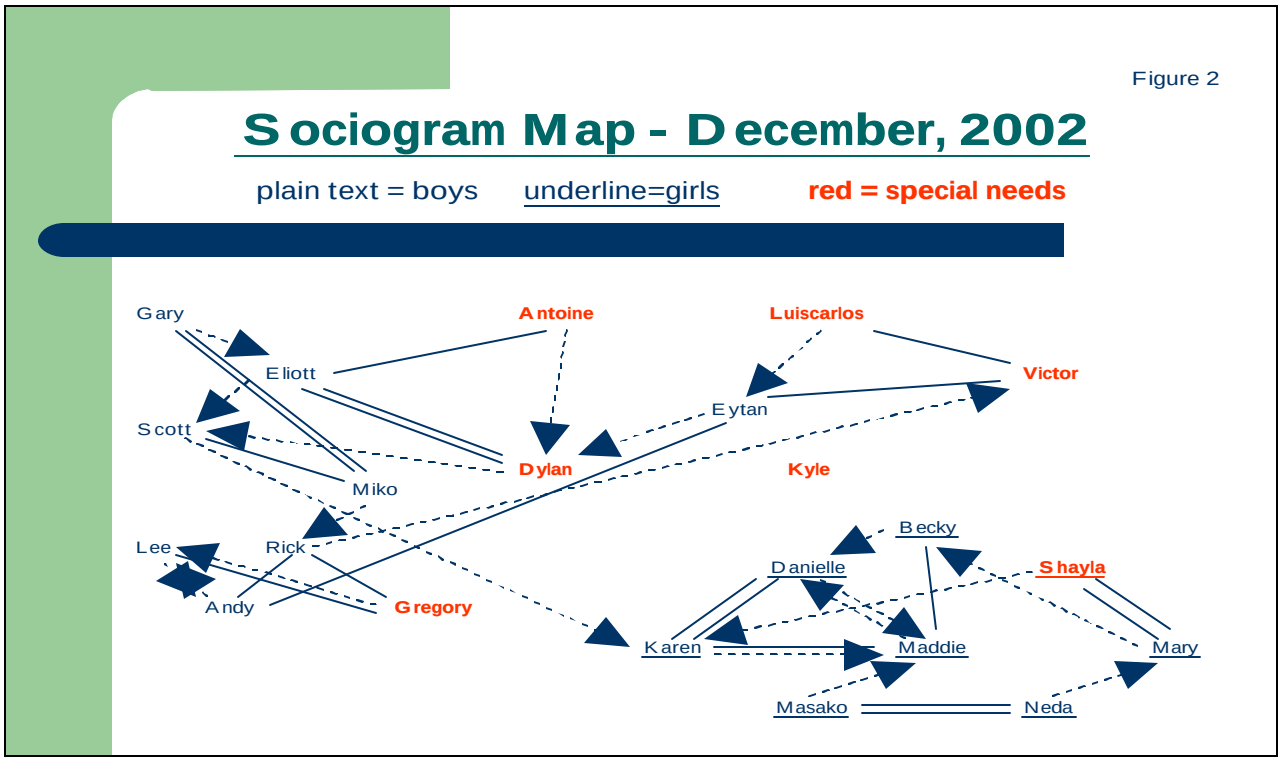


Figure 3

Sociogram Map - February, 2003

plain text = boys underline=girls **red = special needs**

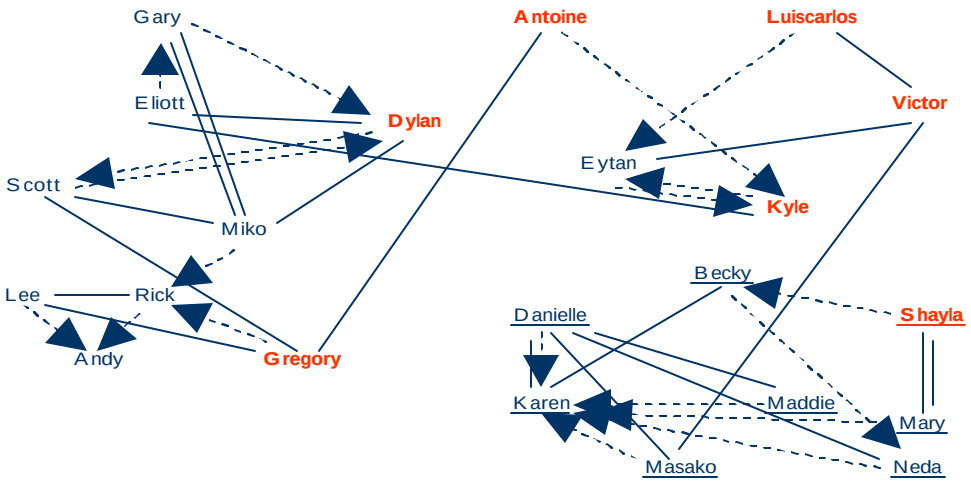
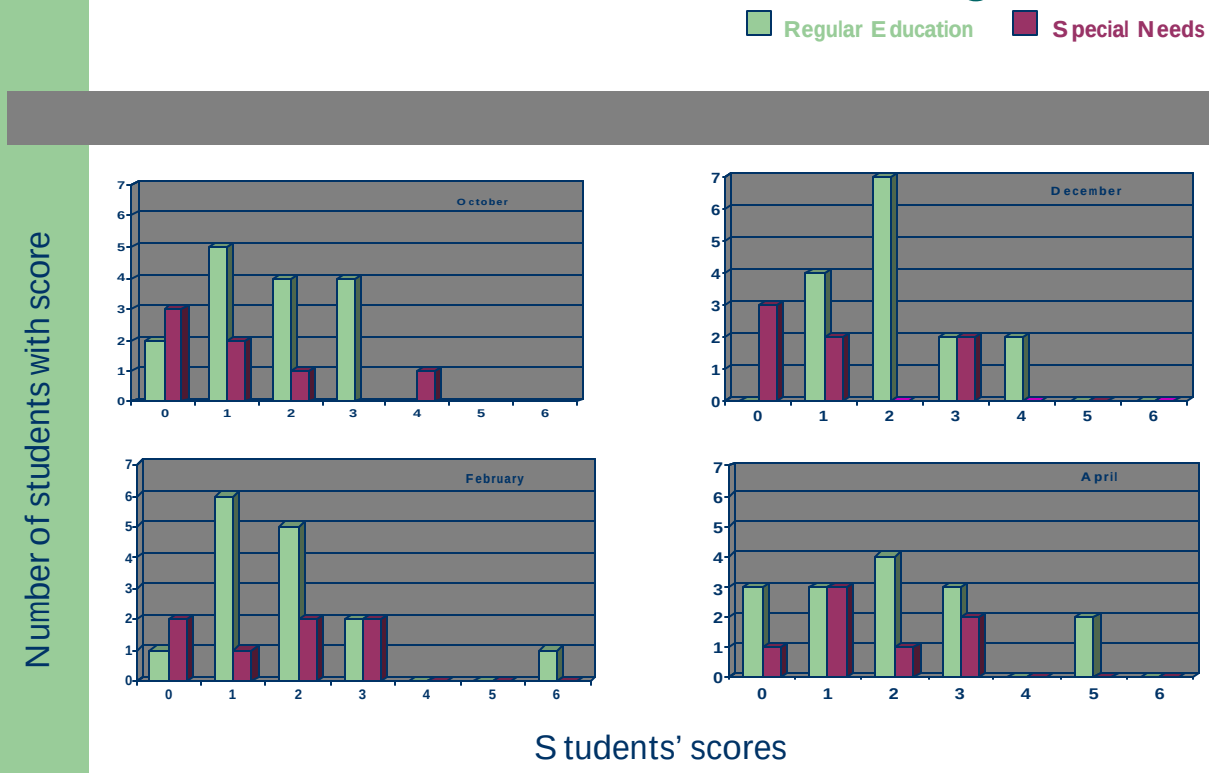


Figure5

Students' Scores on Sociograms