The Beyond Access Model: Promoting Membership, Participation, and Learning for Students with Disabilities in the General Education Classroom

By Cheryl M. Jorgensen, Michael McSheehan, Rae M. Sonnenmeier

Brookes Publishing Co. Mixed media product. Book Condition: new. BRAND NEW, The Beyond Access Model: Promoting Membership, Participation, and Learning for Students with Disabilities in the General Education Classroom, Cheryl M. Jorgensen, Michael McSheehan, Rae M. Sonnenmeier, How can educators create inclusive classrooms where students with intellectual and developmental disabilities not only participate and communicate, but also learn academic content? The groundbreaking model in this book is the answer. Practical, forward-thinking, and person-centered, "The Beyond Access Model" shows education professionals what meaningful inclusive education looks like and gives them the critical guidance they need to make it happen. A researched approach developed by three inclusive education experts from the University of New Hampshire's respected Institute on Disability, the Beyond Access Model works because it: presumes competence and encourages high expectations, so all students reach their full potential; and, is consistent with the problem-solving framework of the popular and effective Response to Intervention model. This accessible book guides educators and administrators through every phase of the Beyond Access Model, from assessing current student supports to reviewing and sustaining the benefits of new inclusive education strategies. Vignettes and examples - including a detailed, real-life 'before and after' case study - vividly illustrate...

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Authors. The findings forthcoming in this research paper defines disability as a mental or physical condition causing limitation to one or more major life activities, such as communication, learning, or mobility, and will include only students who have self identified to their postsecondary education institution as having a disability. The Beyond Access Model 1st edition. Promoting Membership, Participation, and Learning for Students with Disabilities in the General Education Classroom. ISBN: 1557667179.

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Teaching Students Intellectual Disabilities. Generally an intellectual disability is defined as occurring at an IQ score of less than 70. An IQ of 100 is seen as being average in the wider population. An intellectual disability is usually seen as occurring if the problem has existed during childhood, rather than happening later in life. This article will discuss some tips and strategies for teaching students with intellectual disabilities in standard classrooms. Use the below tips to help you have better outcomes.

People with an intellectual disability have difficulties in the classroom setting. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration.

**Terminology**

In order to create an inclusive classroom where all students are respected, it is important to use language that prioritizes the student over his or her disability.