The teachers reported that inclusion practices were expected by administration, but adequate time for collaboration to be effective was not provided. Many teachers reported large caseloads and increased responsibilities that they considered as a result of inclusion practices. Instructionally, this was a place with uniform procedures and expectations for all students. Teachers taught by the book to whole or large groups and made no professional decisions about how to best educate their students.

Effective Professional Development. Teacher attitudes towards inclusion influence the sustainability of such practices in schools (Hammond & Ingalls, 2003; Wilkins & Niefield, 2004). Transitioning to inclusion requires teachers, administrators, and specialized staff to develop the necessary attitudes and skills to implement and sustain such practices (Frattura & Capper, 2006; McLeskey & Waldron, 2002; Sari, 2007; Stanovich & Jordan, 2002). The term professional development has varied definitions. Student focused coaching allows the coach to support the work of teachers as the facilitator while systematically addressing individual concerns (Denton & Hasbrouck, 2009; Kohler, et. al., 2001).

Book Preview. Making Inclusion Work - John Beattie. While many books about teaching students with special education needs are organized with chapters addressing each category, this book focuses on educational practices. In choosing this organization, we do not mean to downplay the importance of the categories to contemporary practice. As we have indicated, most states currently organize their special education programs along categorical lines, and we believe that most will continue that practice because it is convenient to do so.