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## Improving the Web Mastering Curriculum for the Included Classroom

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Improving the Web Mastering Curriculum for the Included Classroom

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**Improving the Web Mastering Curriculum for the Included Classroom**

Abstract

Following the mandates of the 2004 Individuals with Disabilities Education Improvement Act (IDEA) and No Child Left Behind (2001) high schools have included students with cognitive disabilities into business classes. Although some teachers believe that the inclusion of mild to moderate intellectually disabled students into the general business education classroom may increase academic achievement for the special needs student; it continues to be widely debated as to whether it benefits the typical student or not. This study examined the issues of inclusion from the perception of a business faculty member, a special education district supervisor, a high school special education teacher responsible for job coaching and placement, and a high school general business teacher. Applying the perspective of the participants to a Web Mastering course, curriculum redesign reflected a difference in pacing and emphasis which welcomed the individual skills and interests of all types of learners found in the included classroom.

### **Improving the Web Mastering Curriculum for the Included Classroom**

Following the mandates of the 2004 Individuals with Disabilities Education Improvement Act (IDEA) and No Child Left Behind (2001) high schools have actively included students with cognitive disabilities into general education business classes. Advocates such as Siperstein (2007) believe that inclusion ultimately results in social acceptance of students with disabilities by their typical peer. The benefits of inclusion as a successful academic intervention for both the typical student and the included student remain a source of contention.

According to Hollowood, Salisbury, Rainforth, and Palombaro (1994) an important issue in determining the success of inclusion programs is the effect of the program on both the academic and social behaviors of students. Salend & Duhaney (1999) said that the results of the studies they reviewed showed that placement in an inclusion classroom does not interfere with the academic performance of students without disabilities with respect to the students' achievement test scores and report card grades. Furthermore; that non-disabled students hold positive views of inclusion and believe that inclusion benefits them in terms of an increased understanding, acceptance, and open-mindedness of individual differences; a greater compassion and awareness of the needs of others; and a better ability to deal with disability in their own lives. Concerns of the typical students in an inclusion classroom related to the communication difficulties and physical and behavioral characteristics of some of the students with disabilities.

Hunt, Staub, Alwell, and Goetz (1994) used a pretest--posttest design to compare the achievement of targeted mathematics objectives of 10 students without disabilities who participated in cooperative learning groups with their classmates with disabilities with a control group of 10 students without disabilities who were members of cooperative learning groups that did not include students with disabilities. The study revealed that both groups significantly increased their mastery of the targeted mathematics objectives ; students without disabilities who participated in cooperative learning

groups with students with disabilities performed as well as the students without disabilities in the control group.

At the high school level attitudes towards students with disabilities being educated in the general education classroom vary depending upon factors such as feeling of preparedness and adequate classroom support (Van Reusen, Shoho, & Barker, 2000). Teachers levels of willingness to work with individuals with disabilities is dependent upon their level of training and personal experiences (Hammond, 2003). A meta-analysis conducted by Avramidis and Norwich (2002) determined that teachers' attitudes towards inclusion depended upon three variables: child-related, teacher-related, and educational environment.

#### Child-Related Variables

Child-related variables that influence teacher acceptance of inclusion reflect the nature and severity of the disability (Avramidis & Norwich, 2002) and the academic effect of the program on all students. In university course work for special education the course work divides students by categories of intellectual impairments. Students with mild intellectual impairments are those with learning disabilities and mild mental retardation. Students with learning disabilities have an IQ above 70 and a deficit in one or more academic skill areas. Students with mild mental retardation an IQ range of 50 to 69, in adults a mental age from 9 to 12, which commonly results in learning difficulties (AAMR, 2002) and a diversity of adaptive behavior skills.

Students with moderate intellectual disabilities have an approximate IQ range of 35 to 49, in adults a mental age from 6 to 9, which commonly results in developmental delays. As with all individuals limitations in intelligence must be considered as part of a multidimensional perspective which looks at strengths as well as limitations when deciding appropriate academic placements (AAMR). Cook (2007) examined the difference between students with more severe disabilities and students with mild

disabilities and teacher levels of acceptance. The study determined that students with mild disabilities experience a higher level of acceptance.

#### Teacher-Related Variables

Teacher –related variables that influence acceptance of inclusion include age and years of teaching, training, and previous experience with individuals with disabilities (Avramidis & Norwich, 2002). Teachers who perceive that their skills for implementation of inclusion are adequate are more effective and more positive about the experience (deBettencourt,1999; Hammond & Ingalls, 2003).Teachers who are strictly content area specialist were less likely to make accommodations for students with disabilities (Van Reusen, Shoho, & Baker ,2000).

As more and more students with disabilities are placed in general business education classrooms, legislation brings an important question to mind. How well is the general business educators prepared to meet their duty of providing access to the general business curriculum for all of their students? In addressing this question, it is important to ascertain if secondary general educators are privy to best practices for teaching mainstreamed students with disabilities (Gately & Hammer, 2005).

Best practices for high-school age students with moderate disabilities have undergone a significant shift during the past ten years. Teachers have become more focused on the development of social relations, actual friendships, and support networks for students with disabilities at the high school level, and the importance of learning with and not just from their non-disabled (Hardman, McDonnell, & Welch, 1997).

When differentiated programs are team-taught by two teachers, the CTE instructor and a special education teacher, both teachers bring their special skills to help develop students' talents and abilities. Professional development should be offered to both teachers so that the special education teacher can develop a working knowledge of the business world, and the Web Design instructor can be aware of special education needs. Professional development should include alternate assessments, learning

characteristics of students with disabilities, and information on community agencies that provide support services to students transitioning to supported or unsupported employment. Together the teachers review students' Individualized Education Program (IEP) and transition plans to continually check progress towards the scheduled goals of each students IEP (Heinle, K. 2008).

General and special education teachers may not have the skills to successfully deal with the changing reality of diverse student populations (Meyen, Vergason, & Whelan, 1998). In fact, “sober “outcomes of inclusive schooling practices in high schools have been reported (Zigmond & Baker, 1996). Schools that provide educational opportunities for inclusive classroom training have teachers who express more positive attitudes and demonstrate expertise in application (Burke, 2004. Shade & Stewart, 2001).Content developments and strategy instruction have been demonstrated to support learning and to improve the performance of high school students (Lignugaris-Kraft, & Miller, 1993). Gately, Susan; Hammer, Christy (2005) stated that “teachers agreed that all students benefit from the placement of students with disabilities in the general education classrooms and that their students with disabilities experience success when they have appropriate access to the general education curriculum.”

Teacher –related variables that influence acceptance of inclusion include age and years of teaching, training, and previous experience with individuals with disabilities (Avramidis & Norwich, 2002). Teachers who perceive that their skills for implementation of inclusion are adequate are more effective and more positive about the experience (deBettencourt,1999; Hammond & Ingalls, 2003).Teachers who are strictly content area specialist were less likely to make accommodations for students with disabilities (Van Reusen, Shoho, & Baker ,2000).

#### Environmental Variables

The apprehensions of general educators include but are not limited to negative attitudes of others, fear that the education of non-disabled students might suffer, the inability of general education (GE) staff to address the behavioral challenges of students with disabilities, the lack of funds to support

personnel and instructional needs, the unyielding requirements of the GE curriculum, the limited time for collaboration and communication among staff members (Salend & Duhaney, 1999).

Environmental factors that influence the acceptance of inclusion for both the special and the regular educator are space, availability of materials and technology, and the availability of service support personnel (Avramidis & Norwich, 2002). Van Reusen, Shoho, and Baker (2000) noted that inclusion in the high school relies upon the coordination of schedules, pace, and curriculum.

IDEA contains language in its "incidental benefits" section that encourages special educators to support students with disabilities by means of integrated planning (Roger & Sailor, 2005). Today, NCLB encourages us to teach all students to the highest possible standards. Special education has planned instructional enrichments that can make this outcome possible, but for these to benefit all students, special education needs to be integrated with general education (Roger & Sailor, 2005). However, programs such as Career Technology Education teach business skills but are not part of the high school general education curriculum. The programs are detailed to assist learners with special needs. In curriculum design for job placement such as Career Technology Education (CTE) courses students learn precise entry-level skills that meet the needs of industry. For students with intellectual disabilities the programs mirror the customary CTE programming, but instead of the require industry-level proficiency exams students have an employability skill (Heinle, 2008).

Although some teachers believe that the inclusion of mild to moderate intellectually disabled students into the general business education classroom may increase academic achievement for the special needs student; it continues to be widely debated as to whether it benefits the typical student or not. This study examines the issues of inclusion from the perception of a business faculty member, a special education district supervisor, a high school special education teacher responsible for job coaching and placement, and a high school general business teacher.

## Methodology

Using a case study format, a triangulation of source was used to investigate the research question: *Does the inclusion of students with mild to moderate intellectual disabilities into a general business education course increase academic achievement for all students?* Three open ended questions probed the participants' opinion on the academic benefit of inclusion for students with mild to moderate disabilities in the general business education classroom. Interviews were conducted face-to-face or through email correspondence, then transcribed and evaluated for theme and subtheme in order to analyze concept.

### Participant Selection

The participants for this study consisted of four teaching professionals: a male professor of business and accounting at a major Midwestern university; a male high school business teacher from the Southwest with experience teaching inclusion business classes; a female Midwestern professor of special education and former special education district superintendent; and a female special education teacher from the Midwest employed to implement Project Search, a job training program for students with moderate to mild intellectual disabilities.

### Interview Analysis

This study involved participants involved in the fields of business and special education seeking their perspective on the academic benefits of a high school business education inclusion model. The first question, *What do you believe to be the academic benefits from the inclusion of students with moderate intellectual disabilities in a general business education class?*, resulted in two sub themes. These two themes were Issues of Social Justice and Peer Modeling.

The first of subthemes, Issues of Social Justice, was discussed by all four participants. The Business Faculty participant stated that inclusion of students with moderate disabilities would enable:

All students get a clearer picture of the world in which we live, and the diversity of the world's citizens, with regard not just to gender issues, ethnic issues, poverty issues, etc. but also issues of those who have a wide range of disabilities.

This theme of awareness and acceptance was reiterated by the Special Education Administrator:

When these kids, 10 yrs from now, go out as some big CEO of some big corporation and they need to hire then they will consider someone with disabilities.

Within the day to day observation of the included classroom the Business Teacher also concluded that “there is a benefit to all students in regard to a better understanding and acceptance of the other group”.

The second emergent subtheme, Peer Modeling, was simply stated by the Business Teacher, “I think that the disabled students gain a basic understanding of what would be expected of them in the business world.” These basic understandings according to the Special Education Teacher “aren’t things that people talk about with their families” and incorporate, “Learning the business climate, learning the business attire, what they would wear in a business, if they work in a business, vocabulary, and types of conversations that are appropriate and not appropriate”.

From the second open ended prompt, *What do you believe to be the academic benefits to all students from inclusion of students with mild intellectual disabilities in a general business education class?*, there also emerged two subthemes. The first subtheme was Academic Success and the second subtheme was Opportunity Access. Addressing Academic Success the Special Education Teacher stated that, “Kids with mild disabilities are going to be some of your stars. I have a student in here that took an e-marketing for 2 yrs and went to the district finals and got first for e-marketing website page that he developed.” From the perspective of the business teacher, “there are only a few small adjustments that need to be made.” While the Special Education Supervisor stated that, “someone (an intervention

specialist) can figure out strengths and weaknesses and possibly lead to some sort of a job placement, or a transition opportunity.”

The second subtheme Opportunity Access discussed the removals of constructs preventing successful inclusion both in the business world and the business classroom. The Business Faculty member stated that with inclusion, “Students and perhaps teachers will see that many issues they considered fairly large barriers were in fact, small ones or even non-existent.” Students with mild disabilities were viewed as being able to succeed with accommodation and modifications and according to the Special Education Administrator “can absolutely master the skills that are needed.” The Special Education Teacher recommended business class placement as an optimum placement when she stated:

A lot of our kids are much more creative. And that’s an area where most academic classes don’t allow you to be, and so if its advertising and coming up with different things that the typical student whose much more black and white and very smart and intelligent and can master many things on an ACT or SAT, he’s not going to be as creative sometimes as our kids.

The issue of access was not addressed by the Business Teacher.

From the third open-ended prompt, *What kind of support /training should be provided to the general business education teacher in order to help ensure that all students are successful within an inclusive classroom*, three themes emerged : Preparation for Behavior Issues, Advance Knowledge of Academic Needs, and the Effect on the Classroom in General.

When addressing Preparation for Behavior Issues, the Special Education Teacher remarked that there were standard accommodations of which the General Education Teacher should be aware, “Our kids have a problem with transition and change ...that is where the problem comes in.” The Business Education Faculty determined that:

Special training will be required to teach the instructor how to handle inappropriate behavior by the regular students toward the disabled, and probably also how to handle inappropriate behavior, if there is any, from the disabled students.

Remarking that it was:

Better safe than sorry--we would all hope that nothing happens, but we also know that teenagers can be very rude, crass, etc. to those who are different, whether it is clothes, gender issues, ethnicity, or in this case, disability issues.

Within subtheme Advance Knowledge of Academic Needs, participants commented on the importance of preparation. The Business Teacher stated that, "There needs to be an open line of communication between the business teacher and the special education teacher and the first of day of school should not be when that communication begins." The Business Faculty Member stated that, "If the instructor is not familiar with disability issues, s/he will need some pre-training. The Special Education Teacher stated that "just because you have a student on an IEP or a 504 plan do not think that student is going to be your biggest problem, because they usually are not".

Concerning the subtheme Academic Effect on all Students there was no comment from the Special Education Teacher. The Business Faculty member stated that "if the students with disabilities take a bit longer to complete an assignment or discuss a topic that by definition requires the teacher to "throw out" some material s/he was going to cover. There is a tradeoff." He further commented that:

If the class ends up with a wider range of abilities than before, s/he may need a part-time teacher's aide to work with groups once they are divided up, whether they are divided according to ability or randomly, or even with intentional assignment of students of varying abilities to each group. Each type of group would require more monitoring than if the class were more homogeneous.

The Business Teacher stated that:

The business teacher should have the same ratio of teacher to student, or teacher, student, paraprofessional as the special education teacher. Sometimes I have a class with an intervention specialist who is taking her break during my class and I have 10 kids in a class of 30 who are on IEP's AND NO PARAPROFESSIONALS. There is something really wrong about this and it takes away from all the students- the kids on IEPs get some peer help but not what they need, and the kids who are typical – well they get less attention – you know you have to deal with the biggest problems first so most of the time is spent with the kids who have no idea how to get started without you.

The Special Education Administrator remarked that the business education teacher:

Should have the support of an intervention specialist. The intervention specialist has skills in modifications, adaptations, students learning needs and the person in business has the business skills; they both have a crossover. They both have some of the same skill depending at what level you are teaching at and I would think it would be an excellent opportunity for co-teaching.

In summation, according to the participants issues of social justice and opportunity access were determined ultimately by the ability of the business educator to implement peer modeling to ensure all students reached academic success. Academic success was facilitated by advanced knowledge of the academic needs and behavior issues of all students but in particular the students with disabilities as their behaviors affected the general classroom.

#### Discussion

The dialogue of all four participants has richly discussed the issue of the inclusion of students with moderate and mild disabilities from a variety of perspective. In response to the prompt “What are the academic benefits for all students in an inclusion classroom?” It was stated by all the participants that they believed that there was a benefit to the typical student in that they saw past the disabilities of

the moderately disabled students, to what their abilities were and how they could help each other, now and in the future. Three of the four participants stated that the basic skills that the students learn in a business class which are not typically discussed at home, what to wear to work and appropriate topics of conversation, etc., are valuable for all students and often picked up in the business class. One of the participants said that from what the moderately disabled students pick up in the business class an intervention specialist can figure out strengths and weaknesses and possibly lead to some sort of a job-placement, or a transition opportunity. Because the students with mild intellectual disabilities are hard to identify in a business classroom, the participants agreed that there was little to no academic benefit to the typical student. One of the participants went as far as saying that there was a trade off because the teacher might have to eliminate some of what they intended to cover so that the student with a disability could keep up with the rest of the class. Another participant said that the students with mild intellectual disabilities are going to be some of your stars.

Because the participants agreed that everybody has to do some type of business and that all students would benefit from business classes the barriers must be removed and people need to realize that as one of the participants put it “many issues they considered fairly large barriers were in fact, small ones or even non-existent.” The participants agreed that an open line of communication needs to be established before the student enter the classroom and it must remain open throughout the duration of the course until a debriefing takes place. They also stated that some cross-training may need to take place depending upon the needs of the students and the knowledge of the teachers.

A surprising issue that was mentioned by the participants was the concern with behavior of the students. The special education teachers were concerned with the behavior of the special needs students. While the business education teachers were concerned with the typical student stating that “we also know that teenagers can be very rude, crass, etc. to those who are different, whether it is clothes, gender issues, ethnicity, or in this case, disability issues.”

### Implications of the Study

The dialogue with the participants showed that the special education teacher did not believe that the moderate intellectually disabled students could do the work required in the business class; they did not mention an academic benefit to any of the students but they did see a social benefit. As put by the Special Education Teacher when referring to students with moderate disabilities “They don’t want to go to college, they don’t want to go to much more schooling, but they do want to go to work. So to them they see value in the business class.”

The business education teachers admitted that they should have some advanced training to help deal with the special needs students. The special education teachers agreed that the business education teachers should have some sort of training to be able to deal with the special needs students but they did not mention anything about themselves needing to know the subject matter. It was agreed upon by all the participants that the mildly disabled students would benefit academically with some accommodations. Nobody discussed an academic benefit to the typical student from the inclusion of students with mild or moderate disabilities.

### Application

According to Priority 4 of the Texas Curriculum Technology Applications, NCLB mandates that students will meet the state’s Technology Applications incorporated into the Texas Essential Knowledge and Skills for grades k-8. Furthermore, long range planning in Texas determined that all students should have mastered the 6th-8th grade Technology Applications by the end of 8th grade. Therefore it is to be anticipated that students entering Web Mastering have basic knowledge of PowerPoint, spread sheets, and word processing programs. (TEA 2006)

The students in Web Mastering are in grades 10 through 12 where according to the requirements found in 19 TAC Chapter 74 of the Texas Education Agencies graduate requirements they will receive their one technology application graduation credit. Students without such a credit will not

graduate with a standard diploma. This course is traditionally a course chosen for inclusion of students with moderate to mild intellectual disabilities.

During the introductory level of Web Mastering students learn the foundations: terms, concepts, and data input strategies. They also learn how to make and apply informed technology decisions.

Information gathering will use a variety of information acquisition tools to create solutions to problems presented in the classroom.

The course requirements for Web Mastering are guided by standards set in the Texas Essential Knowledge & Standards (TEKS) (Texas Education Agency, 2008). Following these essential guidelines students in the foundational part of the Web Mastering course demonstrate and use operating systems, software applications, and communication and networking components; use vocabulary related to web mastering and delineated between intranet and internet.

Internet protocols included specific skills such as hypertext transfer (http), gopher, and file transfer protocol (ftp). Students must demonstrate knowledge of copyright laws and use of digital information, and source citations. Each student will create interactivity for a portion of the schools web server using hypertext linking and World Wide Web (WWW) documents from data gathered from electronic and telecommunication sources. Once completed the student will be able to deliver the web design product in a variety of ways such as; printed copy, monitor display, Internet documents and video. The final product will seek and respond to peer and professional evaluation of the product.

Foundational TEKS are evident in the core curriculum of the first six weeks of school. A general outline of the first six weeks of Web Design, Unit One, and Week One Lesson Plans follows:

### ***Core Curriculum Design for Unit One***

#### **Design a Global Project**

1. Web Rubric for Schools, Vocabulary, Expectations of Conduct
2. Basic of Good Web Design

3. Demonstrate expertise in HTML in a text editor - FLASH
4. Demonstrate Copyright Law responsibility
5. Power point Review
6. Project One: Create a website using HTML.
  - Research & Questioning Skills
  - Rubric Generation Skills
  - Planning/Management/Design Skills
  - HTML Basics
  - DreamWeaver or FrontPage
  - Gif Animation.

#### **Lesson Plan Outline for Week One Web Design**

**Day 1** *What Employers Want*- Discussion of interpersonal skills expected of a good employee based on the criteria of the American Society of Training and Development (American Society for Training & Development, 2009);Introduction to Web Spinning text

**Day 2** *Personalities and Peers* – relationships in the work setting

**Day 3** Assign groups for website design; Read Chapter 3 on web design and storyboarding;  
Introduction to HTML

**Day 4** Web spinning Chapter 4; Open and Close Tags, Single Tags; Discussion of what makes an original site.

**Day 5** Basic HTML; Web spinning review of tags; Demonstrate purpose and use of the <pre></pre> tag; Copy and paste into editor with and without the <pre>tag.

## Redesigning the Curriculum for Inclusion

*Are there academic benefits to inclusion of students with mild to moderate disabilities in a general business education classroom?* Although the answer to this research question varied according to the opinion of the four participants, they all agreed that an open line of communication and cooperative effort in course planning was necessary for inclusion to work. Predicated on comments from the study the emphasis and pacing of Unit One of Web Designing was changed to more fully include the interpersonal needs of students with moderate to mild intellectual disabilities.

Three of the four participants stated that the basic skills that the students learn in a business class which are not typically discussed at home, what to wear to work and appropriate topics of conversation, etc., are valuable for all students and often picked up in the business class. Addressing business personal and professional conduct, teaching appropriate behavior and placing an emphasis on the legal and personal ramifications of harassment in the workplace benefit all students in a business course. Within the original course Unit One Plan *What Employers Want* and *Personality and Peers* addressed these issues. Redesigning the course to extend the timing and nature of this instruction would benefit all students. As mentioned by the Special Educator, students with moderate disabilities see purpose in information that immediately applies to the workplace. The original curriculum simply discussed these issues. Suggested revision of the Week One of the Lesson Plans would devote the entire week to this issue. Students would begin their cooperative groups by planning a presentation on correct business attire and conduct in the workplace. Using the basic PowerPoint skills for such a presentation serves to review the basic skills or word processing and PowerPoint proficiency necessary for the rest of the course. At the same time, group dynamics can be assessed and the flow of intervention needed to facilitate complete participation by students with disabilities can be initiated. A revision of the first week of the core curriculum follows:

### **Design a Global Project**

1. Web Rubric for Schools, Vocabulary, Expectations of Conduct
2. Basics of Good Project Design
3. PowerPoint Review
4. Project One: Create a PowerPoint presentation on Interpersonal Skills

Lesson Plan Outline for Week One Web Design

**Day 1**

a. *What Employers Want*- Discussion of interpersonal skills expected of a good employee based on the criteria of the American Society of Training and Development (American Society for Training & Development, 2009)

b. Introduction to Web Spinning text

**Day 2**

a. Key vocabulary –

b. *What are Leadership Skills*: writing, teamwork, problem solving, creative thinking, oral communications, reading, writing and listening? (American Society for Training & Development, 2009)

**Day 3**

a. *Personalities and Peers* –Relationships in the work setting; relationships in team work

b. Basics of good project design- examples of Power Point presentations good and bad

c. Power Point review- basic formats, hyperlinks, pictures

d. Brief overview of copyright regulations – to be detailed next week.

**Day 4**

a. Assign groups for PowerPoint presentation – topic *-Business World- Skills Needed to Succeed*

- b.** Begin team work: roles are idea recorder, presenter, Power Point designer/researcher, and PowerPoint typist.

#### **Day 5**

- a.** Work on PowerPoint presentation during class- to be present during Week Two

#### Course Pacing and Pre Teaching

One of the participants went as far as saying that there was a trade off because the teacher might have to eliminate some of what they intended to cover so that the student with a disability could keep up with the rest of the class. It is in this context that revising Week One to create a more generic introduction week would be the trade off (Global Project 1 and 2). Moving the entire contents of the third, fourth, and fifth day of the first week to week two would be a suggested first step in redesigning the pacing of the curriculum to embrace a universally designed course format. Throughout the rest of the course, pacing can be monitored by consistent and consciences pre-teaching by the inclusion specialists and support services such as occupational therapy where appropriate. Providing some students with scripted web design templates may make the seemingly incomprehensible more possible. Furthermore, allowing areas of the curriculum that highlight the potential and skill level of the students with intellectual disabilities, areas such as interpersonal skills and creativity, supports an atmosphere of social justice and stresses the very personal nature of maximum contribution

It was stated by all the participants that they believed that there was a benefit to the typical student when they saw past the disabilities of the moderately disabled students, to what their abilities were and how they could help each other, now and in the future. Using cooperative groups designed to blend the typical student with the moderate or mildly intellectually disabled student allows for mutual understanding and respect between coworkers on the web design project.

Both the Special Education Teacher and the Special Education Administrator did not address academic benefits of the business course for students with moderate disabilities. Designing the course to create citizenship for individuals with disabilities includes meeting academic benchmarks and setting individual standards of accomplishment. Students in a well designed business course would be part of cooperative groups with designated assignments; they would have required vocabulary mastery; and they would be required to produce a web site for their personal use either with templates and assistance or through supported instruction in the basic curriculum. In the suggestion for curriculum revision there is no compromise to quality or mastery of the required TEKS. This suggested revision incorporates a difference in pacing and emphasis which welcomes the individual skills and interests of all types of learners found in the included classroom.

The solutions to help ensure the academic success of all students are to establish an open line of communication, that begins before the start of the class and continues throughout the duration and ends with a debriefing, and a cooperative effort of the general business education teacher, the special education teacher and the students themselves. Kautilya in *The Art of Wealth* (Cleary, 1998), a translation and commentary of the *Sanskrit*, stated that, "All kinds of success are to be obtained by all kinds of means. Let one be devoted to whatever work one is good at. One who knows the appropriate means makes the difficult easy" (p.43). Inclusion is not a new educational paradigm.

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