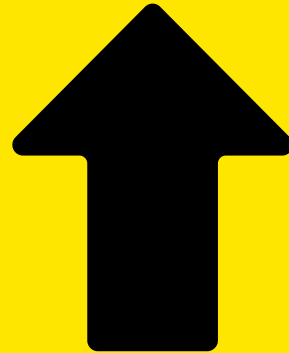
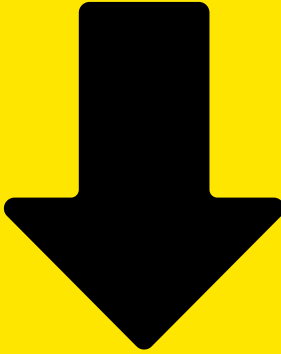


# Teaching a SSI Unit in an Inclusive Secondary Biology Classroom

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64% of students with disabilities receive 80% of their instruction in the general education classroom.

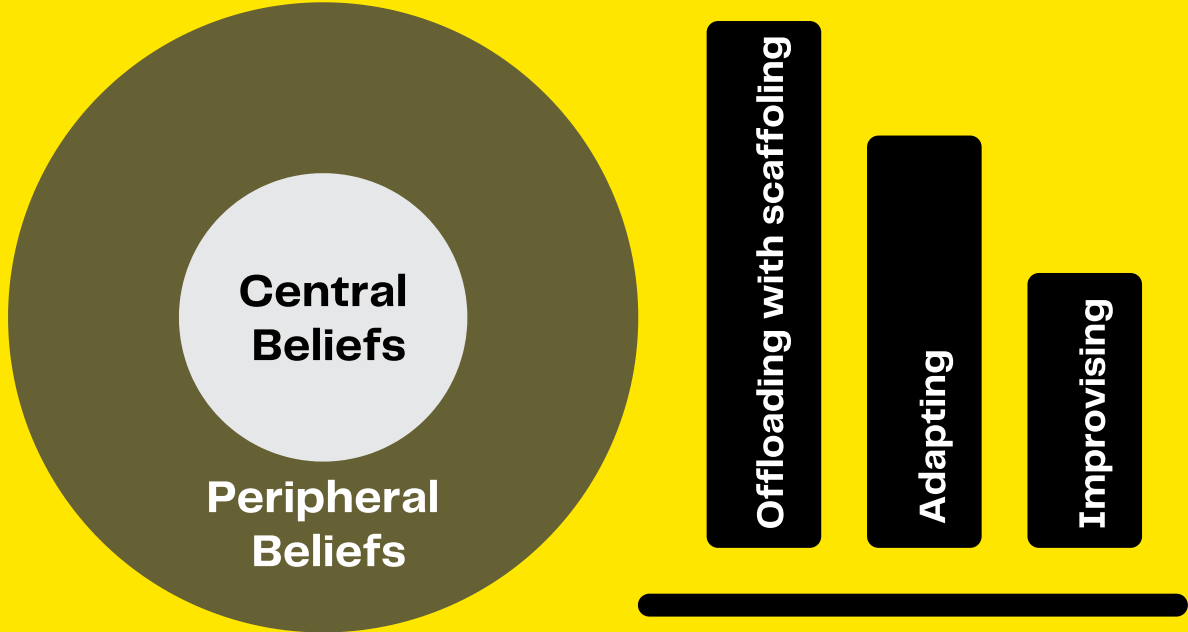


There has been limited work exploring how to make science accessible to students in inclusive classrooms.

## Data Collection



## Findings

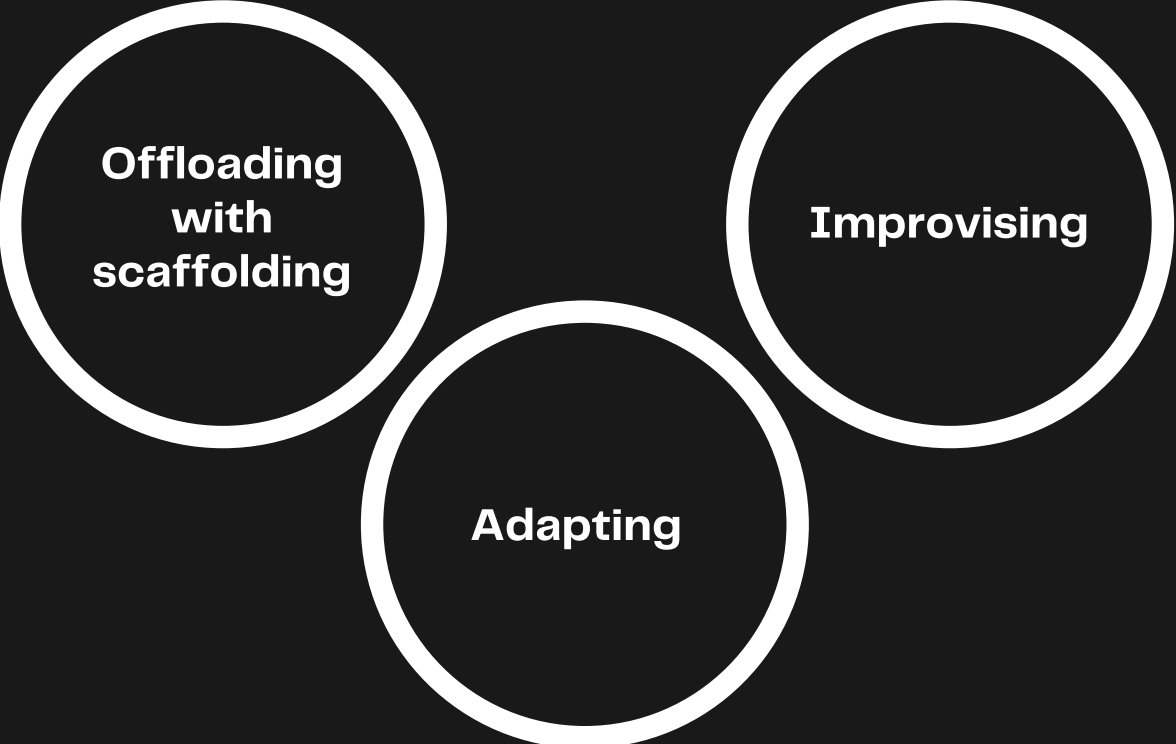


In what ways do an inclusive teacher's beliefs about students support her enactment of an SSI unit in an inclusive classroom?



How does an inclusive classroom teacher plan for and enact an SSI unit?

## Data Analysis



A teachers' beliefs drive their enactment of the curriculum (Bryan, 2012).

When teachers hold beliefs that their students are capable of learning they utilize differentiation and scaffolding to support them in meeting their expectations (Jordan et al., 2009; Mastropierri & Scruggs, 1994; Therrien et al., 2011, Therrien et al., 2017; Villanueva et al., 2012).

Holding high expectations and providing appropriate scaffolds allows students with disabilities to successfully participate in SSI units .