Annotated Bibliography-Ethics in Special Education-Inclusion Aspects
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Gilness, Jane.-(2003). How to Integrate Character Education into the Curriculum
Phi Delta Kappan, 85(3),243-245

Language Arts teacher struggles with issue of giving her students a strong moral awareness and still do the job of teaching content material. Feels character education needs to be infused in the curriculum of her content area in a blend of community, manners and ethical decision making. Article gives examples and several books the writer uses as she infuses the ideas of character into her classes.


Paper presented at Annual Meeting of National Association for Research in Science Teaching- April 6-10,2002. Teacher reports reluctance of Science teachers to teach special needs population. Two courses were investigated, both taught collaboratively by Science educator and a University  Special Educator. The courses used pre-service student teachers nearing the completion of their programs. Problems in ethic were brought up as theory, content and pedagogy were examined and found not to be on the fair side to students with special needs.


Suggestions and strategies given for principals, parents and school personnel in inclusion situations for accepting and understanding differences in interactions between the general population and the special needs population. Ideas are brought outside of the regular and special education classrooms into the community to handle diversity. Many of the adaptation and modifications used by the teachers were found to be useful to others as well. Honesty, empathy, exposure to Special Needs individuals, bullying and harassment issues were directly dealt with.

Several viewpoints and discussion with associates of the main author are given as they discuss using cultural-historic activity theory in considering ethics, power and privilege in inclusive educational practice. The authors are emphasizing the ethics of the historical perspective of economically disadvantaged and ESL students with disabilities in the general curriculum. Many suggestions for future implication and research are given.


The author interviewed 11 female Special Education teachers as to their experiences and reflections on inclusion of children with disabilities into general education programs in their schools. Moral and ethical issues were addressed as law, rights and relationships with the students in the inclusion model and scenarios. The teachers seemed to support the concept of inclusion and tended to make moral and ethical considerations in all areas except behavioral and extraordinary health issues.


Professor from Florida working on set up of an inclusive program in England used picture booklets to encourage children to talk about inclusion. The children aged 6-14 discussed what inclusion meant to them with parents and care workers using the booklet as a catalyst for conversation. Responses were recorded in the booklets as well. From the number of booklets returned and their responses, author got the impression the students wanted greater inclusion experiences.


An Elementary principals writes that despite the relationship between the basic Special Education concept in inclusion, its actual practice and results, research has not shown enough correlation with the actual theory and its understanding as to inclusion. The Administrators in the public schools using inclusion fail to appreciate the theory and its practice, thus limiting the potential interdisciplinary collaboration between special education and the general education teachers.

Videos/DVDs to be used in the college classroom :


A video on inclusive practices within the state of Colorado. This video shows pioneering schools striving to make inclusion work for every child in the classroom. The video accompanies four students with disabilities from Kindergarten through High School as they learn along with their peers. Accommodations and modifications are included.


A video on professional accountability in student outcomes while collaborating And/or co-teaching. Six co-teaching arrangements are shown and demonstrated by actual teachers. The program is designed for 1st year teachers to experienced teachers as they set up and work on collaborative models to share skills and knowledge in working with inclusion.


Though an older video, this film shows how intimidating a classroom can be to students with learning disabilities. Frustration, stress, anxiety are dramatized as the author takes adults into the world of the learning disabled. Lavorie lets parents and teachers see through the eyes of a child, how to more effectively work with students with learning disabilities.


This award winning video records a year in the life of a teacher and a class as they receive and include a boy with Down’s Syndrome into a regular 3rd grade classroom. Peter is met with tribulations and triumph as he and the class plow through and experience rewards and set backs in the education of Peter.


This list of 100 Ways to Promote Character Education is from the Center for the Advancement of Ethics and Character, Boston University was compiled by numerous teachers and administrators. It is very useful as daily oral language exercises or quotes to read and discuss each day with your class.