



# UNIVERSITY OF HAWAI'I - WEST O'AHU

Fall 2011

EDEE 405: Education and Special Needs Students

Course Times: Online

Course meeting: Online

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## **CATALOG COURSE DESCRIPTION**

**Prerequisite:** Admission to Professional Teacher Education Component. This course is an introduction to the integration and inclusion of special needs students into the regular elementary education classroom, and to introduce prospective teachers to the competencies necessary for successful inclusion.

## **UHWO TEACHER EDUCATION MISSION STATEMENT**

The University of Hawai'i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

## **CONCEPTUAL FRAMEWORK**

The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

*Preparing Knowledgeable, Skillful, Responsive Educators for a **Global** Society*

## **ACADEMIC HONESTY AND TURNITIN POLICY**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

### **Use of Turnitin:**

UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers.

All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin web site [www.Turnitin.com](http://www.Turnitin.com).

(For complete text of student responsibility please see the University of Hawai'i – West O'ahu Home Page under Policies)

## **LEARNING CHALLENGE AND ACCOMODATIONS**

In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with Janice Takaki, Student Services Specialist – 454-4700 email: [takaki@uhwo.hawaii.edu](mailto:takaki@uhwo.hawaii.edu).

### **TEXTBOOKS**

The following text is required as part of this course.

Including Students With Special Needs: A Practical Guide for Classroom Teachers (5th Edition) by Friend and Bursuck.

Managing Classroom Behavior, A Reflective Case-Based Approach by Kauffman, Mostert, Trent, and Pullen

## **COURSE STANDARDS AND OBJECTIVES**

### **Hawaii Teachers Standards Board**

#### **Standard 1: Focuses On the Learner**

**STANDARD STATEMENT I:** The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

- Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.
- Nurtures students' desire to learn and achieve.
- Demonstrates concern and interest by taking time to listen and respond to students.
- Uses student experiences, interests and real-life situations in instruction.
- Uses developmentally appropriate activities to promote student success.
- Makes instructional decisions which consider students' physical, social, emotional and cognitive development

#### **Standard 3: Adapts to learner diversity**

**STANDARD STATEMENT III.** The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. Performance Criteria for Standard III. The extent to which the teacher

- Develops rapport with all students.
- Fosters an appreciation of human and cultural differences
- Helps every student achieve success
- Adapts instruction to students' differences in development, learning styles, strengths and needs
- Fosters trust, respect and empathy among diverse learners.

#### **Standard 4: Fosters effective communication in the learning environment**

**STANDARD STATEMENT IV:** The effective teacher consistently enriches communication in the learning environment. Performance Criteria for Standard IV: The extent to which the teacher:

- Communicates openly with all students and others working in the learning environment.
- Develops communication skills for active inquiry, collaboration and supportive interaction.
- Encourages self-expression, reflection and evaluation.

## Association for Childhood Education International

**1.0 Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

**3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

## UHWO Institutional Learning Outcomes

UHWO ILO 1: Written Communication

Essential Disposition: Auamo kulana (responsible and responsive)

UHWO ILO 3: Global Perspectives

Essential Disposition: Aloha (compassion, empathy, kindness)

Perspectives and Preparation Foundations of Education:

- Develop a repertoire of strategies for making content more accessible for all students
- Understand the needs of the students with disabilities
- Acquire techniques for teaching content in different
- Plan lessons that incorporate purpose-driven use of technology
- Use technology as a tool in presentation of course assignments and projects.

Students and Learning: Learning Theories

- Articulate the principles of inquiry-based instruction and its relationship to constructivism
- Define and apply current learning theories and strategies in the design and implementation of instruction
- Content and Pedagogy: Pedagogical Content Knowledge
- Recognize the characteristics and responsibilities associated with planning and implementing instruction based on cooperative learning and other group learning strategies (i.e. inquiry-based learning, direct instruction, cooperative learning).
- Develop a repertoire of strategies and approaches to use as part of instruction

Planning: Coherent and Integrated Instructional Planning

- Develop and present lesson plans to demonstrate competency in planning an interdisciplinary instruction.

- Developmentally Appropriate Instructional Strategies, Materials, and Technology Prepare and deliver quality, engaging, and developmentally appropriate learning opportunities for all students. Assessment of Student Learning
- Understand and use various kinds of assessment methods and tools in providing effective instruction.
- Explain the differences between formative and summative assessment.

Learning Environment: Culture and Community of Learning knowledge of students with disabilities to create a quality classroom environment.

#### Behavior and Classroom Management

- Demonstrate knowledge and application of skills related to managing behavior and procedures in order to establish a comfortable, productive learning environment.

#### Instruction: Effective Verbal and Non Verbal Communication

- Use higher-level questioning (Bloom's Taxonomy) and critical thinking skills in designing and delivering instruction.

#### Professionalism: Oral and Written Communication Skills

- Demonstrate effective, conventional oral and written communication skills necessary for instruction and modeling.
- Exhibit professional practice and responsibility in demeanor and appearance as a pre-service member of the teaching profession.
- Evaluate instructional planning, strategies, and delivery in terms of student learning and engagement.

### GENERAL INSTRUCTIONAL PROCEDURES

This course will include, but not be limited to, the following instructional procedures:

1. Cooperative group projects and presentations
2. Viewing online videos and videos placed on reserve at the UHWO library
3. Participating in online discussions
4. Podcasts
5. Web-based investigations

*Specific Objectives for each Module can be found on the course website*

### **COURSE REQUIREMENTS**

This class meets both online. Keep this in mind as you read the Course Requirements below.

## **Technology**

You will need access to a computer with Internet for this course. Though there will be weekly class meetings, much of the course work will be online. Discussions, written assignments, and exams will be completed and/or submitted using Laulima. Failure to take an exam, participate in a Laulima discussion board, upload an assignment to Laulima, or satisfactorily complete the Early Field Experience may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

## **Taskstream**

You are expected to maintain an active electronic portfolio while attending the teacher education program at UHWO. Each EDEE course requires you to upload a “Signature Assignment” to Taskstream. More about Taskstream will be discussed in class. Failure to upload an assignment to Taskstream may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

## **Readings**

You are responsible for all information contained in all reading assignments. The assignment schedule found in Laulima indicates the chapters and dates on which they will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to reading and writing instruction that we will be discussing in class.

## **Discussion**

Participation is essential to this course. Each person’s unique responses and insights help our class to reflect and grow in new ways. While participation styles will vary, online discussions are essential to the learning process. Active participation will require reading all assigned readings for group discussions as well as preparing for discussion by critically reflecting on your thoughts and connections about your reading. Reading, writing, and sharing helps create and sustain our community of learners. All online discussion postings are due on the date listed in this syllabus. Late postings will not be accepted.

## **Assignments**

Each week, you will have an assignment due. All assignments will be submitted via Laulima. Assignments are meant for you to connect theory with practice.

## **Quizzes**

A quiz will be administered online each week. Weekly quizzes designed to assess your knowledge of concepts crucial to the understanding of course content. Note that there is a time limit for weekly quizzes.

## **Dispositions**

Dispositions are defined as “the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, and

commitments to students, families, their colleagues, and communities” (Sockett, 2006, p. 23). Professionalism is at the heart of dispositions expected of UH West O‘ahu teacher candidates.

At any point in the semester it may be determined that a teacher candidate is not behaving in a manner consistent with the standards of the teaching profession, he/she will be counseled out of the program. More about this will be discussed in the first class meeting.

### **Grading**

800 - 750 = A

749 - 700 = B

699 - 650 = C

649 - 600 = D

599 and below = F

### **Getting Started**

To get started, click on Modules. This course uses Modules to organize the subject area content. Each module has stated objectives to focus your learning throughout the course. Modules then list required readings, discussions, assignments, and a quiz.

Click on Module 1. This module specifies your reading for the week.

After completing the reading for the week, click on Discussion and answer the question(s). Your answer should be one page in length and posted in the discussion section of this module. Do not attach your answer in a Word document. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in each module. Responses should be posted on at least two different days. Note that your responses are intended to further the discussion. Simply acknowledging a peer with your response is not sufficient. Postings should show your personal understanding of the concept under study. You may post questions, comments to the concept, and/or to other postings on the discussion board. A strong posting will show substantive reflective and critical thinking, ability to apply the theory to practice, and ability to evaluate the concept and compare the different topics in study. Also a strong posting will show the ability to create new ideas and use these ideas in a creative way puts the theory into practice. You are invited to reflect on the concept by presenting your understanding through examples from real life. See the discussion rubric for grading.

Click on assignments. You will see that each module includes a written assignment that reflects the weeks reading. Assignments can be submitted by typing information into the text box or as attachments. See the attached Assignment Rubric in the Assignment sections for grading guidelines.

Click on tests/quizzes. Each module includes a timed quiz (30 minutes). The quizzes will cover material in the text and in any additional module resources. Take notes as you read each chapter and use them during the chapter quizzes. Each quiz will consist of multiple choice, true/false, and/or essay questions designed to help your instructor evaluate your ability to comprehend, apply, synthesize, and analyze the information presented in the text and in class.

Click on Gradebook. The grade book displays the grades you receive in this course. Your grade is calculated out of a total of 800 points.

Upon reviewing this course, please email me at [jonathan.schwartz@hawaii.edu](mailto:jonathan.schwartz@hawaii.edu) to let me know that you have accessed the course.

After you read about the course structure, do you still have questions about the course or Lulima? If so, email me or call me at 744-4053. I will also gladly meet you to solve any problems you may have.

### **Grading**

Student work will be graded using the following scale. See course website for assignment and discussion rubrics.

680-600 = A

599-550 = B

449-400 = C

399-350 = D

349 or less = F

## **Module 1: The foundations for educating children with special needs**

Overview: Chapter 1 introduces students to selected information fundamental to developing an understanding of the field of special education and persons with disabilities or special needs. Students begin thinking about their own roles in meeting the academic and social/emotional needs of students with disabilities and other special needs. Information in the chapter includes the basic vocabulary associated with special education; the development of special education through legislation and litigation, including the requirements of IDEA and NCLB, and the discussion about the continued development of inclusive practices. The chapter also includes a brief survey of the federal disability categories and descriptions of other students with special needs, primarily to introduce the vocabulary and concepts used repeatedly throughout the text.

Objectives:

1. Explain key terms and concepts that describe special education.
2. Trace the historical events that have shaped contemporary special education services.
3. Outline the laws that govern current practices for educating students with disabilities.
4. Analyze your beliefs related to inclusive practices, taking into account contemporary knowledge and expectations about effective instruction and educational access, as well as parent perspectives.
5. Describe the categories of disabilities addressed in federal law, and identify other special needs your students may have.

Readings:

- Including Students with Special Needs - Chapter 1
- CEC SmartBriefs

Discussion: Introduce yourself to your classmates. Address the following:

1. Experience working in schools
2. Experience with special needs students
3. Careers plans
4. Interests

Then, in a separate posting, answer the questions below. You will need to search the Internet, contact the DOE or a local elementary school. Your response should be one page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in each module.

1. What are the different kinds of inclusion models? 2. What kinds of inclusion models are used in schools in Hawaii? 3. What are some advantages and disadvantages of each kind of service delivery model?

Assignment: Check a school's inclusiveness. Contact a local elementary school to determine the extent to which inclusive practices are used. Below are key questions to ask to check.

Submit a 1-2 page essay that summarizes your results.

1. What is the name of the school you contacted?
2. Does this school have a mission statement expressing the beliefs that the professionals and other staff members strive to meet the needs of all students? Is this mission statement displayed,

discussed, and used to guide instructional practices?

3. Is it clear to all staff members that inclusion exists as a school-wide belief system?

4. Have staff members received adequate professional development on pertinent topics (for example, collaboration, response to behavior, curricular adaptations)?

5. Have teachers had opportunities to discuss issues and concerns about inclusive practices and have steps been taken to address these issues and concerns?

6. Have expectations been clarified for students with disabilities who are integrated into classrooms? Expectations include those related to instruction, discipline, and student evaluation and grading.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **Module 2: Special education procedures and services**

Overview: This chapter provides readers with an understanding of the range of professionals, including themselves, who are involved in working with students with disabilities. It also helps readers learn about their role in considering whether a student is eligible for special education assistance, carrying out students' educational programs and monitoring student learning. The chapter outlines the procedures for determining eligibility, requirements of IEPs, and services students with disabilities may receive. The chapter also introduces readers to the crucial role parents play in special education procedures and the processes that exist to resolve disagreements between parents/students and school professionals about special services, if they arise.

### Objectives:

1. Explain the roles and responsibilities of the individuals who may participate in educating students with disabilities.
2. Describe the process through which a student may become eligible to receive special education services.
3. Name the components of individualized education programs (IEPs) and provide examples of them.
4. Describe the types of services that students with disabilities may receive and the settings in which they may receive them.
5. Discuss how parents participate in special education decision-making and what occurs when parents and school district representatives disagree.
6. Outline the role of general education teachers in the procedures and services of special education, reflecting their critical contributions to positive outcomes for students with disabilities.

### Readings:

- Including Students with Special Needs - Chapter 2
- CEC SmartBriefs

Discussion: Answer the questions below. Your response should be one page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in each module. Identify two web sites that a teacher could access to find information that would support special education services in the classroom. Choose wisely, as some sites offer misleading information or, frankly, misinformation.

Write a paragraph describing the web sites and answer the following questions:

- Which web site would you recommend to another staff member?
- What new information did you learn?
- Is there a web site that you could recommend to a parent? • Which web site is the easiest to navigate?

Assignment: Complete Handout 1 on Special Education Team members. The handout is attached to this module.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **Module 3: Building Partnerships through Collaboration**

Overview: Chapter 3 introduces your students to their active role in the education of students with disabilities and other special needs, and the collaborative relationships they can form with special education teachers, related services personnel, other colleagues, and parents. The chapter further stresses that the quality of the working relationships among professionals and between professionals and parents can in large part determine the effectiveness of students' instructional programs. The chapter explores teaming, consultation, co-teaching, and working with parents and paraprofessionals

### **Objectives:**

At the completion of this module students will be able to:

1. Explain what the term collaboration means and describe how collaboration is part of providing services to students with disabilities.
2. Clarify how an emphasis on collaboration in schools shapes the roles and responsibilities that you have as a general education teacher.
3. Describe services for students with disabilities and other special needs in which collaboration is integral, including shared problem solving, co-teaching, teaming, and consulting.
4. Identify ways in which you can work effectively with parents to successfully educate students with special needs.
5. Outline your responsibilities in working with paraprofessionals, and describe ways in which you can enhance collaboration with them

### **Readings:**

- Including Students with Special Needs - Chapter 3
- CEC SmartBriefs

Discussion: Describe your experience with special needs students. Post your response in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in each module.

Assignment: You should be receiving daily emails from CEC. Review these emails and select two articles that you found particularly interesting. Summarize these two articles and tie your summary to your learning from Chapter 3. Your summary should be 1-2 pages in length.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **Chapter 4: Assessing Student Needs**

Overview: Chapter 4 identifies the valuable role classroom teachers play in assessing students with special needs and provides your students with time-efficient strategies for doing so. First, six important special education decisions that general education teachers can help make are described: screening, diagnosis, program placement, curriculum placement, instructional evaluation, and program evaluation. Next, curriculum-based assessment strategies that can be used by both elementary and secondary level teachers to assist in making these decisions are introduced. These assessments include probes of basic academic skills, as well as content-area measures of course prerequisite skills, independent learning skills, and student self-evaluations. Responsiveness-to Intervention is discussed within the context of assessment processes, as well.

Objectives: After reading this chapter, you will be able to:

1. Explain how general education teachers can contribute significantly to the assessment process.
2. Describe the uses of high-stakes, standardized achievement, and psychological tests in making educational decisions for students with special needs.
3. Describe how alternative assessments for students with significant cognitive disabilities can be developed and scored.
4. Define curriculum-based assessment and explain how it can help general education teachers.
5. Construct and use probes of basic academic skills, prerequisite skills and knowledge in content-areas, and independent learning skills.
6. Use curriculum-based assessments to make special education decisions.

Readings:

- Including Students with Special Needs - Chapter 4
- CEC SmartBriefs

Discussion: Answer the questions below. Your response should be one page in length and post in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit (20 points) for the discussion portion of this course you will have posted a minimum of three times in each module.

1. What methods of assessment discussed in the chapter have you seen implemented in a classroom setting that were used to help the learning needs of students in a classroom?
2. What methods of assessment discussed in the CEC SmartBriefs have you seen implemented in a classroom setting that were used to help the learning needs of students in a classroom?
3. Name one method of assessment that was successful and one that was not successful?
4. Why do you think some methods of assessment are successful for some learners/classrooms and not for others?

Assignment: The purpose of this assignment is to provide you with an activity during which you have opportunities to apply techniques learned in class, consider appropriate accommodations for a student with special needs, and use the INCLUDE Strategy. Note that this activity is a simulation. Please understand what is meant by “simulation”. You are placing a fictitious student in a real classroom. You are then using learning from the course to assess the student and make recommendations. As part of the first step in this activity, review the INCLUDE Model Activity

in the assignment's section. Then, find a typical, regular education, classroom setting where you will be able to complete this assignment. Submit the name of the school, teacher's name, and grade level. Also, let me know if you have questions about this assignment. Know that you will need to visit this classroom in order to complete future assignments. You are welcome to use your practicum setting for this assignment.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **Module 5: Planning Instruction by Analyzing Classroom and Student Needs**

Overview: Chapter 5 sets the stage for the critical topic of how to make classroom accommodations for students with special needs. Students are first introduced to a specific strategy for making classroom accommodations called INCLUDE. This strategy is incorporated into all of the chapters that follow, but is particularly relevant for Chapters 9-13, which describe in detail an entire range of instructional strategies and adaptations. The chapter also gives students a structure for analyzing their classrooms in order to carry out the INCLUDE strategy of identifying classroom demands that students with special needs may or may not be able to meet and then making accommodations for these students when necessary. However, an equally important idea in this chapter is that teachers who structure their classes effectively can accommodate a range of student diversity, often without the need for individualized accommodations. The key elements of effective classroom structure stressed in inclusive classrooms include classroom organization, classroom grouping, instructional materials, and instructional methods. Students are also introduced to the concepts of differentiated instruction and universal design.

### **Objectives:**

At the completion of this module students will be able to:

1. Explain what it means to make reasonable adaptations for students with special needs.
2. Describe the steps of the INCLUDE decision-making process for accommodating students with special needs in your classroom.
3. Identify and describe the key elements of an instructional environment.
4. Describe the major components of classroom organization and explain how they can be adapted for students with special needs.
5. Explain various ways that students can be grouped for instruction in an inclusive classroom.
6. Explain how the use of effective classroom materials and instructional methods can benefit students with special needs.

### **Readings:**

- Including Students with Special Needs - Chapter 5
- CEC SmartBriefs

Discussion: Answer the questions below. Your response should be one page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in each module. What methods of instruction have you already seen implemented in a classroom setting that were used to help the learning needs of students in a classroom? Name one instructional method that was successful and one that was not successful? Why do you think some methods of instruction are successful for some learners/classrooms and not for others?

Assignment: This is a continuation of the assignment started in Module 4. Again, the purpose of this assignment is to provide you with an activity during which you have opportunities to apply techniques, consider appropriate accommodations for a student with special needs, and use the INCLUDE Strategy in a simulation. Visit the classroom you identified in Module 4. Describe

this classroom by completing

Worksheet #1. After completing Worksheet #1, select a case study student. Case study students can be found in Handout #2. Simply identify which case study student you have selected.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## Module 6: Students with Low-Incidence Disabilities

Overview: Chapter 6 is the first of three chapters that address the specific disabilities and other special needs that students in schools may have. It is intended to provide information about federal categories of disability and to stress adaptations that are unique to students with these needs (for example, the use of braille for students with vision impairments). It outlines the characteristics and needs of students with low-incidence disabilities, including students with moderate or severe intellectual impairments, multiple disabilities, hearing impairments, visual impairments, deaf-blindness, autism spectrum disorders, medical and health disabilities, physical disabilities and traumatic brain injury. As in other chapters, the INCLUDE strategy is integrated to help students keep thinking about how to best meet the needs of the students in their classrooms. Examples of assistive technology are presented in this chapter, as well.

Objectives: At the completion of this module students will be able to:

- Describe what it means to say that a student has a low-incidence disability, and apply the INCLUDE strategy to effectively instruct these students in your classroom.
- Describe the characteristics of students with moderate, severe, and multiple disabilities, including mental retardation, and deaf-blindness, and the accommodations general educators can make for them.
- Explain the characteristics of students with sensory impairments (that is, vision or hearing loss) and the accommodations general educators can make for them.
- Describe the characteristics of students with physical, medical, and health impairments and the accommodations general educators can make for them.
- Outline the characteristics of students with autism spectrum disorder and the accommodations general educators can make for them.
- Critically analyze your own beliefs about and skills for implementing inclusive practices for students with low-incidence disabilities.

Readings:

- Including Students with Special Needs - Chapter 6
- CEC SmartBriefs

Discussion: Reply to the prompt below. Your response should be one page in length and posted in the discussion section. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module. As you have read the CEC SmartBriefs in the last few weeks, summarize two articles that discussed low-incidence disabilities. After you have summarized these articles, identify at least two common themes in your summary. How do these themes related to how you will work with students with special needs? What are the benefits and challenges of teaching a class group that includes a student with low-incidence disabilities?

Assignment: Create a PowerPoint presentation about different kinds of low-incidence disabilities.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute

time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## Module 7: Students with High-Incidence Disabilities

Overview: Chapter 7 is the second of three chapters that address the specific disabilities and other special needs that students in schools may have. It outlines the characteristics and needs of students with high-incidence disabilities, including learning disabilities, mild intellectual disabilities, emotional disturbance, and communication disorders. First, the characteristics of students with communication disorders are presented, along with suggestions for differentiating instruction for these students in general education classrooms. Next, the learning and social emotional needs of students with learning and behavior disabilities are introduced and addressed through the application of the INCLUDE strategy.

Objectives: At the completion of this module students will be able to:

- Explain what is meant by high-incidence disabilities, and describe their prevalence and the key elements of the federal definitions for each of the high-incidence categories.
- Describe the characteristics and needs of students with communication disorders and explain how you can make classroom adaptations for them using the INCLUDE strategy.
- Describe the characteristics and needs of students with learning and behavioral disabilities and the adaptations you can make for them using the INCLUDE strategy.

Readings:

- Including Students with Special Needs - Chapter 7
- Read today's CEC SmartBrief

Discussion: Reply to the prompt below. Your response should be one page in length and posted in the discussion section. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module. As you have read the CEC SmartBriefs in the last few weeks, summarize two articles that discussed high-incidence disabilities. After you have summarized these articles, identify at least two common themes in your summary. How do these themes related to how you will work with students with special needs? What are the benefits and challenges of teaching a class group that includes a student with low-incidence disabilities?

Assignment: This is a continuation of the assignment started in Module 4. Again, the purpose of this assignment is to provide you with an activity during which you have opportunities to apply techniques, consider appropriate accommodations for a student with special needs, and use the INCLUDE Strategy in a simulation. Complete Worksheet #2 as it relates to your case study student. As you complete this worksheet, review information for your textbook for information pertaining to specific disabilities, such as characteristic learning patterns, behaviors, and physical manifestations. Remember, individuals with a specific disability may not display all characteristics or behaviors of the given disability.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **Module 8: Students with Special Needs Other Than Disabilities**

Overview: Chapter 8 is the final chapter that addresses the characteristics and specialized instructional needs of students with special needs. This chapter is somewhat different from Chapters 6 and 7 in that it describes students who may or may not be eligible for services through IDEA. The groups of students discussed in this chapter include students with attention deficit hyperactivity disorder, those who are gifted and talented, students from culturally diverse backgrounds, students who are English language learners, and students who are at-risk, including those who live in poverty, those who have been abused, and those who live with substance abuse. Chapter 8 also discusses the protections provided by Section 504 of the Rehabilitation Act of 1973. The rationale for including these students in the text is to highlight for teachers how many of the instructional strategies for students who are eligible to receive services under IDEA are also very appropriate and effective for students in these groups. Further, the information is intended to extend students' understanding of the range of diverse student needs they are likely to find in their own classrooms.

### Objectives:

1. Describe students protected through Section 504 and the accommodations general education teachers can make for them.
2. Explain accommodations general education teachers can make to address the special needs of students with attention deficit-hyperactivity disorder (ADHD).
3. Outline the adaptations that students who are gifted and talented may need in general education classrooms.
4. Explain how cultural diversity influences education, critically analyzing your own response to students from cultures other than your own and your skills for addressing their needs.
5. Describe how general education teachers can accommodate students at risk for school failure, including students affected by poverty, abuse or neglect, substance abuse, and other factors.

### Readings:

- Including Students with Special Needs - Chapter 8
- Read today's CEC SmartBrief

Discussion: Identify one of the many issues related to ADHD. Issues might include the existence of ADHD, prevalence rates, the use of medication to treat children who have ADHD, non-medication treatment options, and other issues you may identify. Describe the issue in depth. Identify differing points of view about your select issue. Support your position with references from credible websites.

Assignment: Complete Worksheet #3 as part of the Include Activity. As you begin the work on Worksheet #3, refer back to Worksheet #1. In Step 3 as part of this worksheet, you will consider the match between instructional demands you've described in Worksheet #1 and the case study child's abilities. Be sure to note where the case study child would be successful without additional support. In Step 4 as part of this worksheet, consider the match between the instructional demands from the classroom in which you gathered information in Module 5, and the case study child's needs. Be sure to note where the case study child would need accommodations in order to be successful in your selected classroom. At this point you should

note that "needs" are the areas where the case study child might have difficulty learning or completing learning tasks. Do not misinterpret "needs" to mean that now is the time to list possible strategies or interventions for case study child. You will note strategies and interventions in Worksheets #4.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## Module 9: Differentiating Instruction

Overview: The purpose of Chapter 9 is to provide students with strategies for differentiating curriculum materials, teacher instruction, and student practice activities to increase the likelihood of success for students with special needs. The first section of the chapter covers planning accommodations for instruction in basic skills areas. While this material has more direct application to elementary school teachers, the material is relevant for secondary math and English teachers as well. The emphasis is on critical elements of basic skill instruction that can lead to problems for students with special needs such as pre-skills, selection, and sequencing of examples, rate of introduction of new skills, direct instruction and practice, and review. The next section deals primarily with content-area instruction. It emphasizes strategies for activating student background knowledge and organizing content for maximum clarity and understanding, and teaching new terms and concepts. The final section of the chapter stresses ways teachers can improve the clarity of their written and oral communication, as well as strategies for differentiating student independent practice activities such as seatwork and homework.

### Objectives:

1. Describe accommodations you can make for students who do not have the pre-skills necessary to learn new skills.
2. Select and sequence instructional examples to help students access basic skills instruction.
3. Accommodate individual learners by providing the direct instruction, practice, and review needed to help them acquire basic skills.
4. Describe accommodations you can make when activating background knowledge, organizing content, and teaching terms and concepts.
5. Make lessons accessible for students with special needs by improving the clarity of your written and oral communication.
6. Describe strategies for involving parents in teaching their children.
7. Adapt independent practice activities for students.
8. Describe how you can make modifications in your classroom materials and activities for students with moderate to severe disabilities.

### Readings:

- Including Students with Special Needs - Chapter 9
- Read today's CEC SmartBrief

### Discussion:

Review the modifications and accommodations provided in the discussion area. Describe which modifications and accommodations you have seen in a classroom setting. What problems do you think you would encounter when implementing the modifications and accommodations?

Assignment: Volunteer in an inclusive, special education classroom of your choice for 30-40 minutes. Write a 2 to 3-page reflection on your experience. Describe accommodations and modifications being made for students in this classroom. Explain why these accommodations and modifications are being made. Also include the following information: school name, teacher's name and email address, grade level.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **MODULE 10: STRATEGIES FOR INDEPENDENT LEARNING**

Overview: Successful students are able to learn independently. Unfortunately, many students, including those with special needs, lack independent learning skills. The emphasis in this chapter is on ways to teach strategies for independent learning right in the general education classroom so that all students can benefit. In many cases these skills can be taught while teachers are covering required content. In fact, teachers can cover more content by teaching their students learning strategies because their students are able to learn more on their own. Specific strategies for gaining information, storing/retrieving information, expressing information, managing time and self-advocating are stressed.

Objectives:

1. State ways that teachers can encourage student self-awareness and self-advocacy.
2. Describe ways that independent learning strategies can be developed and taught.
3. List and describe successful learning strategies in the areas of reading and reading comprehension, listening and note taking, written expression, math problem solving, and time and resource management.
4. Describe ways that students can learn to use learning strategies independently.

Readings:

- Including Students with Special Needs - Chapter 10
- Read CEC SmartBriefs

Discussion: Describe ways that you have seen independent learning strategies developed and taught. Now analyze one of these independent learning strategies according to a theorist you learned about in Educational Psychology (e.g. Vygotsky, Skinner, Bandura, Dewey, Gardner)? Would your selected approach be good for fostering independent learning strategies? Why or why not?

Assignment: Complete Worksheet #4 as part of the Include Activity. Here, you want to assemble as many appropriate accommodations as possible for your case study child. Further, you may want to refer to the many special features on technology and effective teaching practices, etc in the text for suggested accommodations. Now you are ready to brainstorm all your ideas for your student. When you finish Step #5, you will select the strategies and accommodations for Step #6.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **MODULE 11: EVALUATING STUDENT LEARNING**

Overview: Of all the areas where accommodations are made for students with special needs, the area of evaluation is perhaps the most challenging for many teachers. With respect to more traditional forms of evaluation such as testing and grading, concerns include ensuring that results reflect the students' knowledge and skills, not their disability. Designing testing accommodations without compromising standards is also addressed in this chapter. The use of portfolios and performance-based assessments is examined. Throughout the chapter, students are introduced to guidelines for adapting traditional testing and grading practices, as well as performance-based assessments and portfolios.

Objectives:

1. Identify and describe accommodations that can be made before, during, and after testing students with special needs.
2. Describe ways to grade students with special needs.
3. Explain how performance-based and portfolio assessments can be used for students with disabilities.

Readings:

- Including Students with Special Needs – Chapter 11

Discussion: Describe several ways to assess students with learning disabilities. Now analyze one of these assessment strategies according to a theorist you learned about in Educational Psychology (e.g. Vygotsky, Skinner, Bandura, Dewey, Gardner)? Would your selected approach be good for thinking about assessing students with learning disabilities? Why or why not?

Assignment: Complete Worksheet #5 as part of the Include Activity. As part of this worksheet, you will select methods to assess the effectiveness of the selected accommodations from Step 6 in Worksheet #4.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

## **Module 12: Responding to Student behavior**

Overview: This chapter extends the options for maximizing student learning through the topic of discipline and behavior. Specifically, this chapter is designed to help teachers understand the importance of promoting positive classroom behavior using positive interventions and supports for groups and individuals. It also introduces several key concepts of behavior management, including positive strategies for increasing appropriate student behaviors and decreasing negative behaviors. For students with extraordinary behavior needs, the chapter presents the functional behavior assessment (FBA), a systematic problem solving process of observing behaviors, identifying patterns in them, and designing, implementing and evaluating an intervention plan.

### Objectives:

- Explain what positive behavioral interventions and supports are.
- Articulate your own beliefs regarding your responsibilities for addressing student behavior in positive ways and describe how your beliefs may influence student actions.
- Outline strategies for promoting positive behavior and preventing misbehavior with groups of students, including students with special needs.
- Explain simple techniques for responding to minor, individual student misbehaviors.
- Describe the purpose of a functional behavior assessment and its steps for deciding how to respond to chronic, inappropriate individual student behavior.
- Outline systematic approaches for increasing individual students' positive behaviors and decreasing their negative behaviors.
- Identify how to help students manage their own behavior.

### Readings:

- Including Students with Special Needs – Chapter 12

Discussion: You have now had the opportunity to visit and observe in classrooms. Identify the positive reinforcement strategies, surface management strategies, rules, procedures and other classroom management techniques you have seen used in the classroom. You may find Table 12.1 useful for organizing their observations and discussion. Be sure to also note student responses to the strategies, as well.

Assignment: Identify a behavioral goal that you would like to personally achieve. Then, collect baseline data about your target behavior, and develop a self-monitoring system and self-reinforcement plan. Implement your individual plan for a period of time and assess your progress. Describe your project. Reflect on your success, challenges, and process.

Evaluation: You will have quiz at the conclusion of each module. You will have a 30-minute time limit to complete each quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quizzes are used to get a sense of how you are connecting the text to your daily practices.

### **Module 13: Final Exam**

To begin, review all worksheets and handouts completed during this course as part of the INCLUDE Model Activity. After doing so, summarize the information from these handouts and worksheets **in essay form**. Upload your essay to Lulima AND Taskstream. Uploading your essay to Taskstream is required. There are no exceptions. This paper should be 5-6 pages in length. See assignment rubric for grading guidelines