

**Rhode Island College
School of Education and Human Development
Department of Special Education
Spring 2005**

Course: **Special Education (SPED) 433-01
Adaptation of Instruction for Inclusive Education**

Class: Friday 8:00-10:50 AM, Mann Hall 185

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Course Description:

Catalog

The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials.

Extended The changing role of classroom teachers and other school-based professionals requires that all educators become knowledgeable about and skilled in serving populations of students with diverse learning needs in inclusive settings. Issues addressed include characteristics, terminology, legal mandates, and the general education teacher's role related to inclusive education. Special attention will be given to understanding primary learner characteristics in order to plan responsive instructional programs, curriculum, instruction, and assessment to a broad range of students' strength and needs. In addition, the course will address meaningful parental involvement, effective collaboration with other professionals, and the use of technology to support assessment and instruction. The primary course requirement, development of a comprehensive, differentiated unit of instruction, will incorporate the teaching, learning, and assessment strategies taught and learned in this course.

Relationship to Professional Program

Special Education 433 is a required course for students in elementary and secondary teacher education programs. Teachers in general education classrooms interact with children with disabilities on a daily basis. This course provides a foundation for understanding, and instructing children and youth with disabilities. In addition, this course provides information relevant to the legal bases which define rights and responsibilities and procedural safeguards of all participants in the education of students with disabilities.

Relationship to Conceptual Framework and FSEHD

As a required course in the professional sequence in the School of Education and Human Development, this course builds and complements the student's developing knowledge and skill base. Specifically, the relationship of this course to the knowledge base is evident in the following ways:

- Reflective practitioners understand and respect the diversity of learner needs and how students differ in their approaches to learning.
- Reflective practitioners create learning opportunities that are adapted to all learners
- Reflective practitioners develop positive relationships with students by being responsive to their unique strength and needs.
- Reflective practitioners establish positive collaborative relationships with colleagues, parents, and the community to support students' learning and well-being.

Course Information

Prerequisites: Admission to a teacher preparation program; prior enrollment in a methods or practicum course, with lesson planning in a content area (e.g., ELED 300, SED 410, or K-12 equivalent); or consent of the department chair.

Text: Friend, M. & Bursuck, W.D. (2004) Including Students with Special Needs. Boston: Allyn and Bacon.

Relationship to the Rhode Island Beginning Teacher Standards:

This course relates most directly to the following Rhode Island Beginning Teaching Standards.

Standard #2	Teachers reflect learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.
Standard #4	Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
Standard #6	Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
Standard #7	Teachers foster collaborative relationships with colleagues and families to support students' learning.
Standard #9	Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner
Standard #11	Teachers maintain professional standards guided by legal and ethical principles.

Course Objectives:

1. Demonstrate understanding of a reflective approach to professional practice (i.e., as discussed in the RIC Teacher Education Conceptual Framework). (RIBTS 3.1, 3.2,)
2. Students will identify the characteristics associated with specific disabilities. (RIBTS 4.1)
3. Students will describe the concepts of mainstreaming, least restrictive environment, and inclusive education. (RIBTS 4.3)
4. Students will describe the role of the general educator with regard to the process of referral, evaluation, identification, and individualized education program (IEP) development, implementation, and program evaluation. (RIBTS 4.3, 4.4 9.1, 9.2, 9.4)
5. Students will describe the array of special education services and placements for students with disabilities. (RIBTS 7.1)
6. Students will identify the role of a general educator and the function of the Teacher Support Team (TST). (RIBTS 7.1)
7. Students will identify and describe strategies to address school and life survival needs of students with disabilities. (RIBTS 4.1, 4.3)
8. Students will identify and describe application of technology for inclusion. (RIBTS 4.1, 10.3)
9. Students will develop strategies for addressing the needs of culturally diverse learners with disabilities in inclusive settings. (RIBTS 4.1, 4.2)
10. Students will list and describe the factors and legal mandates which serve as the basis for a free appropriate education of students with disabilities within a continuum of alternative educational settings. (RIBTS 11.3)
11. Students will identify principles of effective classroom management to establish learning environments which fosters learning opportunity for all. (RIBTS 6.1, 6.3, 6.4, 6.6.)
12. Students describe strategies which promote positive social interactions among students with diverse backgrounds and needs. (RIBTS 6.5, ,6.6,)
13. Students will describe strategies to foster and support collaborative relationships with colleagues and families to support student learning. (RIBTS 7.1, 7.2,)

Course Schedule, Topics, Readings and Assignments

Week I 28 January

Introduction

- I. Participant Inquiry
 - A. Class Discussion
 - B. Needs Assessment/Interest Inventory
- II. Course Overview
 - A. Course Description
 - B. Course Objectives
 - C. Course Outline
 - D. Course Requirements
- III. Lesson Plan Overview
 - A. Unit Concept(s)
- IV. Introduction to Special Education

- A. What is Special Education?
- B. Who may participate in Special Education?
- C. What are common characteristics of learners with special needs?

Week II 04 February

- V. Foundations for Educating Students with Special Needs
 - A. Legislative Overview: PL 94-182, 101-476, 105-17
 - B. Pre-referral Process: Teacher Support Teams (TST)
 - C. Referral and Assessment Process: Team of Qualified Professionals and Parents (TQPP)
 - D. Individualized Educational Programs (IEP'S)
 - E. Service Delivery Options
 - F. Rationale for Placement within the Regular Classroom

- VI. In Consideration of the Needs of Culturally Diverse Students

- VII. Issues of Eligibility
 - A. Characteristics of Students Eligible for Special Education

Read: Text, Chapters 1 & 2

Week III 11 February

- VIII. Understanding Assessment Reports
 - A. Assessment within the General Education Setting
 - B. Information Sources (Environmental, Educational, Psychological, Curriculum-Based)
 - C. Understanding Test Scores
 - D. Monitoring Student Progress

- IX. The Reflective Practitioner Model of Teacher Education
 - A. Overview
 - B. Implications for Inclusion
 - C. Application in Inclusive Environments

Read: Text Chapters 2 & 8

Week IV 18 February

- X. Professional Partnerships
 - A. Basics of Collaboration
 - B. Consultation and Collaboration
 - C. Working with Parents from Culturally & Linguistically Diverse Backgrounds
 - D. Working Effectively with Paraprofessionals

- X. Analyzing Instructional Environments
 - A. Organization of an Inclusive Classroom (Spatial, Temporal, Rules, Climate, Behavior Management)
 - B. Alternative Grouping Arrangements (Whole group, small group, one-to one, peer-mediated)
 - C. Evaluation of Instructional Materials within Inclusive Classrooms
 - D. Analysis of Instructional Methods Given Students Needs

Read: Text, Chapters 3 & 7

Submit Differentiated Unit Plan Sections: I and III.

Week V 25 February

- XII. Behavioral Management Interventions
 - A. Classroom Structure
 - B. Surface Management
 - C. Behavior Modification Process

D. Behavioral Interventions
Read: Text, Chapter 12

Week VI 04 March

EXAMINATION 1

Week VII 11 March

XIII. Approaches for Building Social Relationships

- A. The Teacher's Role
- B. Instructional Strategies
- C. Peer Tutoring
- D. Cooperative Learning Strategies
- E. Improving Social Skills

Read: Text, Chapter 13

Week VIII 25 March

XIV. Instructional Adaptations

- A. Adapting Basic-Skills Instruction
- B. Adapting Instruction of Subject Area Content
- C. Improving Clarity in Oral and Written Communication
- D. Adapting Seatwork and Homework

Read: Text, Chapter 9

Submit Section II

Week IX 01 April

XV. Strategies for Independent Learning

- A. Encouraging Student Self-Awareness and Self-Advocacy
- B. Teaching Independent Learning Strategies Effectively
- C. Task Analysis
- D. Examples of Successful Learning Strategies (for reading comp., Note Taking, Writing, Math. Problem-Solving, Time Management And Organizational Skills)
- E. Student Applications of Independent Learning

XVI. Utilization & Adaptation of Technology

- A. Visual Media
- B. Auditory Media

Read: Text, Chapter 10

Submit Sections IV and V

Week X 08 April

XVII. Adapting Evaluation Procedures

- A. Adapting Tests for Special Needs Students
- B. Adapting Report Cards
- C. Using Performance-Based Assessments for special Needs Students
- D. Using Portfolio Assessments

Read: Text, Chapter 11

Differentiated Unit of Instruction Due (April 8)

Week XI 15 April

XVIII. Students with High-Incidence Disabilities

- A. Types of High-Incidence Disabilities
- B. Adaptations for Students with Communication Disorders
- C. Learning Needs of Students with Learning and Behavioral Disabilities
- D. Social and Emotional Needs of Students with Learning and Behavioral Disabilities
- E. Adaptations for Students with Learning and Behavioral Disabilities

Read: Text, Chapter 5

Week XII 22 April (Differentiated Unit: Final Draft)

XIX. Other Students with Special Needs

- A. Students Protected under Section 504
- B. Accommodating the ADD/ADHD Child
- C. Accommodating Gifted and Talented Students
- D. Accommodating the Needs of Culturally Diverse Students
- E. Accommodating the Needs of At Risk Students

XX. Students with Low-Incidence Disabilities

- A. Types of Low-Incidence Disabilities
- B. Adaptations for Students with Moderate, Severe or Multiple Disabilities
- C. Adaptations for Students with Sensory Impairments
- D. Adaptations for Students with Physical or Health Disabilities
- E. Adaptations for Students with Autism

Read: Text, Chapters 4 & 6

Week XIII 29 April

Team Lesson with Adaptations: PowerPoint Presentations

Week XIV 06 May

Team Lesson with Adaptations: PowerPoint Presentations

Week XV 13 May

EXAMINATION 2: Multiple-Choice

(Should the College assign an alternative examination date, we will follow the College schedule).

Course Requirements:

- 1.0 Readings as assigned
- 2.0 Examinations. There will be two exams. The first exam will be given on **March 04**. The first examination will include content from the following text chapters: 1, 2, 3, 7, 8 and 12. The second exam will be given in May as scheduled by the College. Each **exam will include multiple-choice questions, only**. The second examination will include content from the following text chapters: 4, 5, 6, 7, 9, 10, 11 and 13. The second examination is NOT cumulative.

The grades earned for team lessons and team adaptations will be based upon the collaborative

efforts of group members. Each participant's grade will be determined by the **equal averaging** of the individual's efforts as well as the overall team grade.

REFLECTIVE APPLICATION PROJECTS

- 3.0 Students are required to complete two team class projects. A differentiated unit plan will be completed. A PowerPoint presentation illustrating the unit will be made with copies of the presentation for each class member. (20%)

The presentations will be accomplished during the last two classes of the semester (prior to the second examination) .

Differentiated Unit of Instruction April 8 initial due date; April 22 (40%)

Note: Rubric and project specifications are provided. Assignment grade will be diminished by 10% points for lateness, for each calendar date. Each section of the Differentiated Unit will be completed in the form of a Microsoft Table.

Course participants will be divided into teams according to teaching level (pre-school, primary, intermediate, middle/junior high school and high school). Teams will select a unit topic and outline. Class time will be utilized, at least in part, to better enable teams to develop the unit/lesson plan.

The team lesson plan will serve as a basis for the development of team adaptations

COURSE PARTICIPANTS ARE REQUIRED TO MAINTAIN ONE COPY OF ALL SUBMITTED WORK.

Expectations

Class time is divided into lecture, discussion and small group activities. Students are expected to actively participate in the discussion and activities. Some class time will be utilized to view and analyze videotapes pertaining to children with disabilities and adaptations which can be implemented within general education settings.

Course Evaluation and Grades

All Classes 10%	Class Participation: your presence and participation count!	
March 04	Exam 1: multiple choice (Text chapters: 1, 2, 3, 7, and 8)	15%
April 08 & 22 40%	Differentiated Unit of Instruction	
April 29 & May 06	PowerPoint presentations, small group	20%
May 13	Exam 2: multiple choice (Text chapters: , 13, 9, 10, 11, 4, 5, 6)	15%
	TOTAL GRADE	100%

Grading Policies:

Grades for team projects or team examinations will be determined as follows: 50% of the grade is based upon the overall work of the team; 50% of the grade is based upon individual efforts of team members. ***When there are very significant discrepancies among the efforts and grade of group members, individual project grades may be assigned.***

Please note: one revision of the Major Course project will be permitted. The grade will be determined by averaging the first submission with the second submission.

Examinations must be completed at the scheduled time and date. Exceptions will be granted only with prior permission of the instructor.

Course project deadlines are provided. Participants may wish to consult with the instructor and/or submit drafts *several days prior to assigned deadlines* in order to obtain feedback. When a project is submitted after its assigned due date, one half a letter grade will be deducted for each calendar day that the project is late.

Projects submitted more than one week after the due date, without prior permission, will not be accepted.

Grades will be assigned according to the following values:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = -60
A = 93- 96	B = 83-86	C = 73-76	D = 63-66	
A- = 90- 92	B- = 80-82	C- = 70-72	D- = 60-62	

Selected Bibliography

Coutinho, M., Oswald, D., & Best, A. (2002). the influence of sociodemographics and gender on the disproportionate identification of minority students as having learning disabilities. *Remedial and Special Education. Jan-Feb., 2002.*

DiMeo, J.H. (2000). *Teacher Support Team: Guide to effective practices*, SALT WORK Resource. RI: Rhode Island Department of Education

Hitchcock, C., Meyer, A., Rose, D., & Jackson, R., (2002). Providing new access to the general curriculum: Universal design for learning. *Teaching Exceptional Children. 35(2).* Nov/Dec.

Gunderson, L. (2001). The evils of the use of IQ tests to define learning disabilities in first – and second-language learners. *The Reading Teacher. 55(1).*

Lenz, B. K., Ellis, E.s., & Scanlon, D. (1996). *Teaching learning strategies to adolescents and adults with learning Disabilities.* Austin, Texas: Pro-Ed.

Vaughn, S.,& Bos, C., Schumm, J.S. (1997). *Teaching mainstreamed, diverse, and at-risk students in the general education classroom..* Needham Heights, MA: Allyn & Bacon.

Internet Resources

Council for Exceptional Children. <http://www.cec.sped.org/>

Education World. <http://educationworld.com>

Rhode Island Department of Education <http://www.ridoe.net>

US Department of Education, Office of Special Education. <http://www.ed.gov/offices/OSERS/OSEP/index.html>