Prerequisites: Concurrent enrollment in EDUC 415/484, ECE 422 and KIN 331/405

Course Description:

This course is designed to assist the regular classroom teacher to better understand and more effectively teach students who have special needs. Major characteristics associated with the various exceptionalities, practical strategies, and effective techniques for adapting classroom instruction and managing the behavior of groups of students are included.

Conceptual Framework

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Strategies and Methods (SM), knowledge of the learner (KL), Professional Standards (PS), content knowledge (CK), diversity (D), and technology (T).

Course Objectives:

After completing this course, students will have demonstrated their understanding of the following competencies by their performance on exams and their successful completion of course requirements.

1. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development. (CC: 2, K3) (CK, KL).
2. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning an individual program (CC: 10, K2) (KL, CK).
3. Screening, prereferral, referral, and classification procedures (CC: 8, K3) (CK).
4. Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences (CC: 3, K5) (CK, KL, PS, SM, D).
6. Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction (CC: 3, K4) (KL, CK).
7. Laws and policies regarding referral and placement procedures for individuals with disabilities (GC: 8, K2) (CK, SM, D).
8. Types and importance of information concerning individuals with disabilities available from families and public agencies (GC: 8, K3) (CK, PS,D).

LEARNER OUTCOMES:

By the conclusion of the course, the candidate will be able to:

1. Use assessment information in making eligibility program and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds (CC: 8, S6) (PS, CK, KL, SM, D).
2. Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities (GC: 8, S3) (CK, KL, PS, SM, D).
3. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences (CC: 1, S8) (CK, KL, PP, SM, D).
4. Use strategies from multiple theoretical approaches for individuals with disabilities (GC: 4, S2) (CK, KL, PS, SM, D).
5. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval (GC: 4, S1) (CK, KL, PS, SM, T).
6. Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences (CC: 5, S13) (KL, PS, D).
8. Identify supports needed for integration into various program placements (CC: 5, S3) (CK, KL, PS, SM).
10. Use exceptionality-specific assessment instruments with individuals with disabilities (GC: 8, S2) (CK, KL, D, T).
11. Select and use specialized instructional strategies appropriate to the abilities and needs of the individual (be sure and address learning styles here) (GC: 7, S2) (CK, KL, SM, PS, D, T).
12. Relate levels of support to the needs of the individual (GC: 3, S1) (CK, KL).
13. Use strategies to facilitate integration into various settings (CC: 4, S1) (CK, KL, PS, SM).
14. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs (CC: 4, S3) (CK, KL, PS, SM, D).

Required Field Experiences:
Students are required to spend time in an inclusive classroom conducting observations and providing accommodations and modifications for students with disabilities.
**Required Unit/Program Assessments:**
Field Experience hours

**Course Evaluation:**
- First Day Assignment: 5 points
- Inclusion Database: 50 points
- Inclusion Profile I: 25 points
- Class Profile: 25 points
- Collaborative Teaching: 25 points
- Positive Behavior Lesson: 25 points
- Inclusion Implementation: 200 points
- Personal Philosophy on Inclusion: 24 Points
- Reflective Exercises -5@ 15 pts each: 75 Points

4 Quizzes (4 Points each): 16 Points

In Class Activities: 25 Points

Total: 495 Points Possible
References


**Journals:**
*Exceptional Children*
*Teaching Exceptional Children*
*Journal of Learning Disabilities*
*Remedial and Special Education*
*Intervention in School and Clinic*