

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EX617
Course: Programs, Accommodations, and Resources New: FA '02
for Inclusive Practices



“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

A course designed to prepare students to explore the issues and practicalities of inclusion in elementary, middle, and high schools. (3)

Conceptual Framework: This course prepares graduate students to become caring, reflective, and competent professionals who will be able to teach children in inclusive settings from multicultural and global perspectives by modeling best teaching practices.

Instructor’s Emphasis: In keeping with the College’s conceptual framework, this course will emphasize the following aspects: 1) developing teachers’ knowledge base relative to inclusion and its contribution to student success; 2) utilizing the basic concepts of collaborative partnerships as means of ascertaining implications for the program planning and implementation of educational interventions for students in inclusive classrooms; 3) developing oral and writing skills to ensure effective communication with parents and other professional educators; 4) acquiring the skills to develop and evaluate instructional materials including technology for inclusive classrooms; and 5) analyze instructional methods in relation to student success.

II. Prerequisite(s)

Graduate Status

III. Purposes or Objectives of the Course:

- A. To develop an understanding of inclusion and its contribution to school improvement and student success.
- B. To examine necessary changes in the practices and environment of an inclusive school to meet the needs of diverse populations.
- C. To learn the essential elements that contribute to the successful inclusion of diverse students in elementary, middle, and high schools.
- D. To develop an understanding of collaborative partnerships between regular and special education personnel.
- E. To develop an understanding of assessing the progress and evaluating the placement of students with special needs.
- F. To demonstrate the ability to bring together the proper resources, accommodation, technology, and programs needed to integrate students with disabilities into general education classrooms.
- G. To develop programs and methods of instruction that help students within diverse populations.

IV. Expectations of Students:

- A. Students will complete all assigned readings in the textbook and professional journals.
- B. Students will participate in class discussions and activities.
- C. Students will demonstrate achievement of the course objectives by their performance on appropriate examinations, and written assignments.
- D. Students will further demonstrate achievement of course objectives through appropriate classroom presentations and the development of materials and intervention programs applicable to classroom use.

V. Course Content or Outline:

Hours

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|----|--|---|
| A. | The Foundation for Educating Students with Special Needs | 3 |
| 1. | What are the Issues Related to Inclusion? | |
| a. | Inclusion and Students | |
| b. | Parents and Inclusion | |
| c. | Administrators and Inclusion | |
| 2. | Cross Categorical Approaches to Special Education | |
| B. | Special Education Procedures and Services | 1 |
| 1. | Who Are the Professionals in Special Education? | |
| a. | General Education Teachers | |
| b. | Special Education Teachers | |
| c. | Other Specialists and Related Service Providers | |
| C. | Professional Partnerships | 2 |
| 1. | The Basics of Collaboration | |
| 2. | Effective Applications of Collaboration in Schools that Foster Inclusion | |
| 3. | Understanding the Perspective of Family Members | |
| 4. | How to Work Effectively with Paraprofessionals | |
| D. | Planning Instruction by Analyzing Classroom and Student Needs | 3 |
| 1. | Organization of an Inclusive Classroom | |
| 2. | Grouping Students for Instruction in Inclusive Classrooms | |
| 3. | Evaluating Instructional Materials Including Technology for Inclusive Classrooms | |
| 4. | Analyzing Instructional Methods in Relation to Diverse Student Needs | |
| E. | Needs of Students from Culturally Diverse Backgrounds | 3 |
| 1. | Cultural Awareness | |
| 2. | Families and Diversity | |
| 3. | Multicultural and Bilingual Education | |
| 4. | Students Who are At Risk | |
| F. | Assessing Student Needs | 3 |
| 1. | Assessment Contributions to Special Education Decisions | |
| 2. | Information Sources Used in Programming for Students with Special Needs | |
| 3. | Curriculum-Based Assessments for Students with Special Needs | |

G.	Instructional Adaptations	6
	1. Basic-Skills Instruction for Students with Special Needs	
	2. Adaptation of Subject-Area Content for Students with Special Needs	
	3. Adaptations to Help Students Succeed in Independent Practice	
	4. Involving Parents in Teaching Their Children	
H.	Strategies for Independent Learning	12
	1. Encouraging Student Self-Awareness and Self-Advocacy	
	2. Teaching Independent Learning Strategies in Class	
	3. Successful Learning Strategies	
	a. Word Identification Strategies	
	b. Reading Comprehension Strategies	
	c. Note-Taking Strategies	
	d. Writing Strategies	
	e. Strategies for Using Technology	
	f. Strategies for Problem Solving in Math	
	g. Strategies for Managing Time and Resources	
	4. Using Strategies Independently	
	a. Self-Instruct	
	b. Self-Monitoring	
	c. Self-Questioning	
	d. Self-Reinforcement	
I.	Evaluating Student Learning	3
	a. Adapting Classroom Tests for Students with Special Needs	
	b. Performance-Based Assessment for Students with Special Needs	
	c. Portfolio Assessment for Students with Special Needs	
J.	Responding to Student Behavior	4
	1. Prevention of Discipline Problems	
	2. Positive Group Behavior	
	3. Strategies for Responding to Individual Student Behavior	
	4. Helping Students Manage Their Own Behavior	
	5. Functional Behavioral Assessment	
K.	Approaches for Building Social Relationships	5
	1. The Teacher's Role in Promoting Positive Social Interactions among Students with and without Disabilities	
	2. Providing Education about Individual with Disabilities	
	3. Helping Students with Disabilities Improve Their Social Skills	

VI. Textbook(s) and Other Required Materials or Equipment:

Friend, M., & Bursuck, W.D. (2002). *Including students with special needs: A practical guide for classroom teachers* (3rd ed.). Boston, MA: Allyn and Bacon.

VII. Basis for Student Evaluation:

1.	Class participation	5%
2.	Examinations	40%
3.	Quality of written critiques	20%
4.	Quality of research project	35%

VIII. Knowledge Base:

Artiles, A.J., & Trent, S.C. (1994). Over representation of minority students in special education: A continuing debate. *The Journal of Special Education, 27, 410-437.*

- Bradley, D.F., King-Sears, M.E., & Tessier-Switlick, D.M. (1997). *Teaching students in inclusive settings: From theory to practice*. Boston, MA: Allyn and Bacon.
- Capper, C.A., Frattura, F., & Keyes, M.W. (2000). *Meeting the needs of students of ALL abilities: How leaders go beyond inclusion*. Thousand Oaks, CA: Corwin Press, Inc.
- Choate, J.S. (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs* (3rd ed.). Boston, MA: Allyn and Bacon.
- Coutinho, M.J., & Reep, A.C. (1999). *Inclusion: The integration of students with disabilities*. Belmont, CA: Wadsworth.
- Cramer, S.F. (1998). *Collaboration: A success strategy for special educators*. Boston, MA: Allyn and Bacon.
- Foster, H., & Innaccone, C. (1994). Multicultural content in special education: Introductory textbooks. *Journal of Special Education, 28*(1), 77-92.
- Friend, M., & Cook, L. (2000). *Collaboration skills for school professionals* (3rd ed.). New York, NY: Longman.
- Gerrsten, R., Brengelman, S., & Jimenez, R. (1994). Effective instruction for culturally and linguistically diverse students: A reconceptualization. *Focus on Exceptional Children, 29*(1), 1-16.
- Goodlad, J.I., & Lovitt, T.C. (1993). *Integrating General and Special Education*. New York: NY: Merrill.
- Lewis, R.B. (1993). *Special education technology: Classroom applications*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Lindsey, J.D. (Ed.). (1993). *Computers and exceptional individuals*. Austin, TX: PRO-ED.
- Lynch, E.W., & Stein, R. (1992). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore, MD: Brookes.
- Make, M. (1994). *Technology for inclusion: Meeting the special needs of all students*. Boston, MA: Allyn & Bacon.
- Meyen, E.L., Vergason, G.A., & Whelan, R.J. (1996). *Strategies for teaching exceptional children in inclusive settings*. Denver, CO: Love Publishing.
- Sands, D.J., Kozleski, E.B., & French, N.K. (2000). *Inclusive education for the 21st century*. Belmont, CA: Wadsworth.
- Smith, T.E.C., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2001). *Teaching students with special needs in inclusive settings*. (3rd ed.). Boston, MA: Allyn and Bacon.
- Vaughn, S., Boss, C.S., & Schumm, J.S. (2000). *Teaching exceptional, diverse, and at-risk students in the general education classroom*. (2nd ed.). Boston, MA: Allyn and Bacon.
- Walther-Thomas, C., Korinek, L., McMaughlin, V.L., & Williams, B.T. *Collaboration for inclusive education: Developing successful programs*. (2000). Boston, MA: Allyn and Bacon.
- Wood, J. (1998). *Adapting instruction to accommodate students in inclusive settings* (2nd ed.). Columbus, OH: Merrill.

Zions, P. (1997). *Inclusion strategies for students with learning and behavior problems: Perspectives, experiences, and best practices*. Austin, TX: PRO-ED.

Websites:

www.inclusion.ngfl.gov.uk
www.uni.edu/coe/inclusion
www.weac.org/resource/june96/speced.htm
www.useo.k12.ut.us/sars/upi/index.htm.