EDU 387 (Fall 2010)
Teaching Students with Special Needs in Inclusive Classrooms

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Text and Supplement
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Myeducationlab website providing online resources (video clips, etc.) is required. You need to order this in a “package” with text to obtain an access code. If you do not order the bundled package the supplement will cost an extra $30.00.
http://www.myeducationlab.com

Course Description
This course focuses on students with special needs who are placed in general education classrooms. The characteristics and educational needs of exceptional and diverse learners are covered. An introduction to special education regulations governing the provision of services to students with special needs is provided. Practical strategies for modifying curriculum and differentiating instruction are presented.

Course Objectives
Upon completion of this course, you should improve you ability to:
1. Identify major laws and procedures that govern special education and inclusive education.
2. Describe the placement process and IEP development for students with exceptional needs.
3. Describe strategies for effective parent communication.
4. Use interview techniques to gain insight into concerns of parents and special education teachers.
5. Identify major characteristics of diverse learners and criteria for categories of exceptionality.
6. Provide examples of accommodations and modifications for diverse students in inclusive classrooms (including students with disabilities and students who are gifted/talented).
7. Differentiate instruction to include students with diverse needs.
8. Identify strategies for managing student behavior and promoting social acceptance.
9. Identify strategies for improving attention, memory, and study skills.
10. Identify strategies for modifying assessment to accommodate the needs of individual students.

Skill and Hardware Requirements
Students are expected to have a very basic knowledge of how to use an Internet browser such as Netscape Navigator, Microsoft Internet Explorer, or America Online (AOL). Students should also be familiar with e-mail and have an active e-mail account and internet access. We will use blackboard. In addition, students should possess basic word processing skills.
You will need to use an application to view video clips such as Quick Time. Students may use either a Macintosh computer or a PC with Windows 95 or higher.

ASSIGNMENTS

1. Interview

Parent Interview
Conduct an interview (face-to-face or phone, no e-mail) with a parent of a child with a disability or an adult (or a mature adolescent) with a disability. Select someone who was involved with public schools recently (e.g., within the last 5 years, K-12, not preschool). Address the following set of questions, add your own, and summarize your reactions to the interview in a paragraph.

Summarize the responses in a paper (about 3-4 pages, 12 point font, 1½ or double spacing). Please don’t simply record and submit the responses to questions verbatim. Do some synthesis and analysis of your interview. Report what is said by organizing it and summarizing.

Begin with a brief description of the child/adult and his or her disability, the location s/he is from and the school attended. Provide specific examples of educational approaches or techniques used. Please preserve confidentiality and obtain a signed permission using the consent form with this course (mail this to me via US postal). Also add a name and phone number of the person you interviewed on your consent form so I can verify that the interview took place if I need to. Interviews of young adults with disabilities accepted (seek instructor permission first). Very mild disabilities tend to result in poor interviews, so you may want to avoid disabilities that require(d) few accommodations.

I will consider an interview of an experienced teacher who has an inclusive classroom if you are unable to find a parent to interview. Please DO NOT CALL Maine Principals or Schools (against some district policies), but use other connections,
such as parent organizations, to find someone to interview. Be professional, focus on education and avoid any sensitive or hurtful questions.

A. Brief description of person interviewed, location, school. Was it face to face? Telephone?

B. Possible questions with brief answers (may be rewritten for flow):
   1. Describe the subject’s school years.
   2. How did the disability influence his/her education?
   3. What was helpful in school?
   4. What was hurtful?
   5. Which teacher was the best and why?
   6. What specific approaches or strategies did teachers use that helped?
   7. How could your educational experience have been improved?
   8. Other questions
   9. Summary

C. Permission sheet signed

D. Name and phone # of respondent on a separate sheet

Points: 20

B. Teacher Interview (if parent interview is impossible, but less desirable as it does not meet the course objective for parent interaction) question possibilities:
   1. What are some reasons why inclusion is successful and not successful?
   2. How do you adapt for students with special needs? Please give examples.
   3. How do you work with the special education teacher? Is it going well?
   4. How do you promote belonging of the student with special needs? Friendships?
   5. What kind of supports do you need to help students with special needs?
   6. How do you help the student(s) access the general education curriculum?

2. Cooperative Group Lesson Plan With Modifications for Inclusion

Working in a small cooperative group, you will demonstrate your understanding and ability to modify a cooperative lesson plan for an elementary or secondary level student with a disability.

Each student will be assigned a disability (randomly, by the professor), and:

1. Read the text chapter on the particular disability (individual).
2. Conduct web research on that disability (individual)
3. Write a PLEP, annual goals and objectives for your student (individual).
4. Plan with your group a cooperative learning lesson. (group)
5. Develop accommodations/modifications for the students with disabilities (one lesson, with adaptations for each student with special needs about 1-2 pages, on separate sheets with your name) (group)

As a group develop, or select from the web, a high quality cooperative group lesson. The lesson (not a unit) should relate to an academic content area (e.g., language arts, English, math, science, biology, chemistry, social studies), grades 1-12. This lesson plan is intended for the class as a whole, with students working in groups. Your individual task will be to select a disability area and a student with a disability (hypothetical or real) for whom you will differentiate and adapt the lesson. Each student in your group will identify a different disability area and work on the same lesson. The text has some suggestions for general adaptations and you will find suggestions in chapters 3-5 (higher-incidence, lower-incidence, and other special needs). The web is a great resource, but the source must be authoritative. Some advocacy organizations are fine and articles in Google Scholar. Please refer to the content area chapters in part 3 for content specific suggestions.

The goal is for the student to participate meaningfully with peers in the group, so avoid having an Ed Tech or Teaching Assistant take over for the student. You will submit your own plan using the group lesson plan and your individual sections. The lesson plan and the presentation are group grades (up to 10 points each) and the individual grade is up to 30 points.

Lesson Plan Assignment Outline

1. Introduction to Students and Their Disabilities (up to 10 points, individual)
   First, select student as the subject of your project. The group will determine the grade level and subject area. Each student will select a hypothetical or a real student with parent permission. You will have to use some imagination as you plan for the student, designating a grade level, gender, learning characteristics, assessment results, etc. Be sure to choose a student who requires substantive accommodations or modifications. Projects focusing on ADHD have not always been successful, as the student needed only minimal accommodations. I suggest you select a challenging disability area for the best results. The student should be in grades 1-12 (not early childhood).

   It is your responsibility to become informed about the specific disability. Demonstrate your knowledge of characteristics and classroom adaptations. Use your text as a point of departure and then go to the literature for additional ideas. There are an abundance of scholarly articles that you can find through googlescholar.com or the URSUS data base for full text journal articles, and references in the text. Cite your sources in your writing and provide references APA Style (as used in the text) at the end of the this section.

   Provide a brief overview to introduce your student, including information that is relevant to the child’s special learning, physical, behavioral as needs, and developmental history (be brief). (about ½ to ¾ page). Ideas you gained from the literature (about ½ page).

2. Present Level of Performance and 2 Annual Goals (and Short Term Objectives for children needing alternate assessments) (up to 5 points each for 10 points)
Use the student you have chosen to develop a **Present Level of Performance** and two **annual goals** in the area of disability. If the student needs alternate performance assessments (more severe disability) you will need several short-term objectives. This section must be written as you would for an IEP. Check the Course Documents for a guide to writing the PLEP. You may find this website to be helpful: [http://www.specialed.us/issues-IEPissues/writingiep/plopcheck.htm](http://www.specialed.us/issues-IEPissues/writingiep/plopcheck.htm)

The Maine special education website provides a sample IEP (scroll down) with examples that may be helpful: [http://www.maine.gov/education/speced/iep_guide.htm](http://www.maine.gov/education/speced/iep_guide.htm)

3. **Cooperative Lesson Plan** **(up to 10 points, everyone in the group uses the same lesson, group grade)** for a high quality, creative cooperative group lesson, can be linked to State or national standards or learning results, has objectives, activities). No boring lessons, please, it should engage and excite students! For example, think of active, authentic learning incorporating technology, the arts, manipulatives, or a challenging problem.

The lesson plan should have objectives, Maine Learning Results addressed, activities, materials, and be tied to the Maine Learning Results. If you use a lesson from the www, you may have to add the information on the MLR and cite your source.

Go to [http://www.maine.gov/education/standards.htm](http://www.maine.gov/education/standards.htm) for information on the content standards.

4. **Accommodations/Modifications** **(10 points, individual)**

This is the most important section of the project. Describe your accommodations and modifications specific to the lesson and that are appropriate and specific to the child’s disability. They should relate specifically to the lesson and show that you have really thought about your student and how to support their needs (academic, behavioral, social, physical, etc.)

5. **Cooperative Group Presentation**

Using powerpoint and creative presentation techniques that engage the class (manipulatives, simulations, video clips, role play, very short activities, etc.) demonstrate the lesson and the modifications for the students with disabilities. Thirty minutes for the presentation, to be scheduled at the end of the course. Presentation ratings 10 points.

**Cooperative Project: 40 points**

**Cooperative Group Presentation: 10 points**

**Peer Ratings 5 points**

**TOTAL: 55 points**

**QUIZZES**

There will be two quizzes for 25 points each.

**TOTAL: 50 points**

**COURSE GRADES**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Interview</td>
<td>20</td>
</tr>
</tbody>
</table>
Cooperative Lesson Plan Project 55
Quizzes (2 for 25 pts each) 50
Attendance and Participation 10

**TOTAL Points for Course: 135**

**Grades:** Grades will be determined according to the scale below. Blackboard will assign minus and plus grades automatically.

- **A** = 93%+ of total points
- **B** = 83% - 92%
- **C** = 73% - 82%
- **D** = 63% – 72%
- **F** = <63%

**Due Dates:** All assignments due on due date, handed in during class (not in the lunch room or outside). One point deducted for each class that passes. You must be in class during group assignments such as accessibility walk or coop presentation to receive points. See course calendar for assignment and quiz due dates.

**Attendance:** You are expected to attend class. Points will be deducted from the attendance grade for classes missed. A few absences for sickness will not jeopardize your grade. Patterns of tardy arrival and poor attendance will be noted. I may up a grade for someone on the borderline who is faithful in attendance and participation. Please, no excuses needed for missed classes. Note: The students with the best attendance invariably have the highest grades on assignments and quizzes. (up to 5 points)

**Participation:** This is a subjective grade awarded by the professor for teaching dispositions and professionalism in class. Included are behaviors such as respect for classmates and others, active listening, participation, showing interest, contributing, dealing with controversy appropriately, and enthusiasm. Being on time, organized, attentive, are all expected. Behaviors such as chatting during class, reading other materials, or sleeping are detractors. Please remember that this is a class to prepare you for the teaching profession. (up to 5 points)

**Assignments:** Always keep a copy of each assignment you submit, as you may be asked for an extra copy. Be sure to put your name, date on your paper. Late assignments will automatically be reduced one point or more.

**Incompletes** are only given in the case of extenuating circumstances (such as extreme illness, a death in the family, etc.). They are not given for failure to complete the work. You must have a grade of C or above in order to use this option. Do not miss exams.

**You must have a doctor’s excuse to miss an exam.**

**Instructional Approaches Used in Class:**

A. Traditional Methods and Experiences
   - Text readings, video clips, guest speakers
B. Clinical Experiences
   Cooperative groups, interviews
C. Web research

Bibliography

Websites (in addition to many provided in the text): [http://www.cec.sped.org](http://www.cec.sped.org)  

Key Journals
Behavioral Disorders  
Education and Training in Mental Retardation and Developmental Disabilities  
Exceptional Children  
Learning Disabilities Research and Practice  
Teaching Exceptional Children, The Gifted Child Quarterly

**UMPI Teacher Education Conceptual Framework Alignment**
This course emphasizes “Learning Together,” the theme of the teacher education program, through material and activities on cooperative learning.
Organizing Principles emphasized:
- Instructional strategies, particularly those for diverse learners
- Reflection
- The Maine Teacher Standards Alignment

This course emphasizes the following Maine Teacher Standards:
3. The beginning teacher demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development. 

_Edu 387 directly addresses this standard through study of the characteristics of students with special needs and how to adapt curriculum and instruction for various types of diversity, particularly disability. Generic and disability specific educational strategies are covered._

5. The beginning teacher understands and uses a variety of instructional strategies and appropriate technologies.

_Various instructional strategies are covered and used by participants in this course. For example, cooperative learning, multiple intelligence instruction, strategies instruction, and learning and adaptive technologies specific to disabilities as well as for classroom use._

6. The beginning teacher creates and maintains a classroom environment which supports and encourages learning.

_Organizing and managing the classroom to address the needs of students with disabilities and diverse needs is covered throughout the course. General approaches for planning and managing groups and individual learners are discussed. Edu 387 also focuses on strategies for specific types of disabilities, such as students with behavioral disabilities and students with attention deficit hyperactive disorder._

7. The beginning teacher demonstrates the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community.

_Collaborating and coordinating with other professionals and family is addressed in this course, which emphasizes the primary role parents and families play in the education of students with disabilities. Advocacy, communication with parents are discussed and experienced through a parent interview._

8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

_How legal provisions influence assessment of individuals is introduced in Edu 387. Students demonstrate understanding of the special education placement process. Students incorporate assessment results in the development of the IEP, Present Level of Educational Performance._

11. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.

_Edu 387 covers the federal and state laws and policies that affect children and families. The CEC code of ethics, developing sensitivity to the culture and diverse aspects of individuals is discussed in the course._