Course Objectives
This advanced education 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 your 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.

ASSIGNMENTS

Chapter Summaries (15 points) are due for each chapter. One-half page each.

Five Papers over specific topics (25 points)…one page each, 5 points each paper
1. Research three articles on “total inclusion.” Give your informed opinion on the practicality and importance of this topic. State the author’s points which may agree or disagree with this concept and describe what this concept actually means.
2. You have a student in your class with ADHD. Describe the accommodations you would have in your particular class.
3. Prepare a lesson plan for a student in your class with either a specific learning disability, hearing impairment, or severe visual impairment.
4. Describe how you would include a student with severe intellectual disability in your classroom.
5. Describe a student with a physical disability and the accommodations that would be required in your class.

Quizzes (20 points…10 pts each) -- There will be two online quizzes.
**Parent/Student Interview (15 points)**

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, 1 ½ or double spacing). Please do not 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 (scan and e-mail or 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.

Note: 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.

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

- Permission sheet signed…Name and phone # of a respondent on a separate sheet.

**Teacher Interview (15 points)** (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 teachers? 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?

The goal is for the student to participate meaningfully, so please avoid having an Ed Tech or Teaching Assistant take over for the student.

**Accommodations/Modifications**

Describe your accommodations and modifications specific to the lesson and that are appropriate and specific to the child’s disability.
On-line Group Discussions (10 points)

Assignments Due

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Papers Due</th>
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| 7/5  | Chapter 1: Introduction  
Chapter 2: Professional Collaboration and Home School collaboration |
| 7/7  | **Paper #1 Due**  
Chapter 3: Identifying and Programming for Student Needs |
| 7/12 | Chapter 4: Managing & Differentiating Classrooms  
Chapter 5: Teaching Students with Learning Disabilities |
| 7/14 | **Paper #2 Due**  
Chapter 6: Teaching Students with Emotional and Behavioral Disorders |
| 7/19 | Chapter 7: Teaching Students with Intellectual Disabilities  
Chapter 8: Teaching Students with ADHD |
| 7/21 | **Paper #3 Due**  
Chapter 9: Teaching Students with Autism Spectrum Disorders |
| 7/26 | Chapter 10: Teaching Students with Sensory Impairments |
| 7/28 | **Paper #4 Due**  
Chapter 11: Teaching Students with Low-Incidence Disabilities |
| 8/2  | Quiz  
Chapter 12: Teaching Students with Speech & Language Disorders |
| 8/4  | **Paper #5 Due**  
Chapter 13: Teaching Students with Special Gifts & Talents  
Chapter 14: Teaching Students Who are At Risk |
| 8/9  | **Teacher Interview Due**  
Chapter 15: Teaching Students with Special Needs in Elementary Schools  
Chapter 16: Teaching Students with Special Needs in Secondary Schools |
| 8/11 | **Parent/Student Interview Due**  
Quiz  
**Finals** |

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.

Grading

- A = 94-100%
- A- = 90-94%
- B+=87-89%
- B = 83-86%
- B- = 80-82%
- C+=77-79%
- C = 73-76%
- C- = 70-72%
- D+=67-69%
- D = 63-66%
- D- = 60-72%
- F<60%
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.

Websites (in addition to many provided in the text):

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 learnings
- 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.

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 Education 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.