

Inclusive Teaching in Education
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(Draft as of 11/6/11)

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Class Meeting: Dates: Wednesday January 18 – Wednesday April 25, 2012
Location: TBD
Time: 4:50 – 7:30
Office hours: GSE 308
Wednesday: by appointment

Text: *Creating Inclusive Classrooms – 7th Edition*, by Spencer J. Salend (ISBN-13: 978-0-13-703074-3; ISBN-10: 0-13-703074-6), Pearson - Prentice Hall

Additional required readings available online at **SAKAI:** <https://sakai.rutgers.edu>

Course Description:

The Federal government has increasingly mandated that special education students be included in general education classes to the maximum extent possible. As a result, most teachers today will find that their classrooms include special education students. In accordance with New Jersey Professional Standards for Teachers, this course will address Standard Seven: Special Needs, in addition to including aspects of the other ten standards. The purpose of this course is to prepare general educators to be able to: 1.) understand the nature of various disabilities and the laws that govern their education; 2.) develop behavior management strategies to work with difficult students; 3.) learn how to use accommodations, strategies, techniques, and differentiated instruction so that **ALL** students will benefit from instruction and 4.) learn how to work with other school professionals as part of the team effort that supports students with disabilities, as well as students from culturally and linguistically diverse backgrounds, in an inclusive setting.

Course Objectives:

Parenthetical information relates to New Jersey Professional Teaching Standards (NJPTS) and Council of Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers (CEC CC).

1. Students will use Present Level of Education and Functional Performance and IEP goals and objectives to plan daily lessons, and weekly and monthly units of instruction that allow students to access the general education curriculum. (*PTS 5iii1,2; CEC CC4S3*)

2. Students will identify the scope and sequence of general education and special education, identify appropriate curriculum, materials, and resources, and critically evaluate curriculum with respect to its appropriateness for students with disabilities in a general education setting. *(PTS 1 ii3, 4 I,2, iii3,7; CEC CC7K2, CC7K4)*
3. Students will identify effective teaching strategies for oral language, reading, written language, math, content areas, problem solving, study skills, etc. and be able to plan lessons using effective strategies. *(PTS 1 i3,4, iii2; 4i;,4 iii2,4,5; CEC GC4S1-5,10-11, 14-16, GC62-4)*
4. Students will plan and implement lessons and units using effective instructional activities and formative assessment to monitor progress. *(PTS 5 iii1,2,4; CEC CC710-11)*
5. Students will be able to plan instruction for diverse learners (including students with and without identified special education needs and English Language Learners) in a variety of instructional settings (individual, small group, whole class) using both teacher-directed and peer-mediated approaches. *(PTS 3 i3, iii3; 6 ii2,5,6; 7 iii3; CEC CC7S1)*
6. Students will be able to identify and implement appropriate modifications and accommodations for students. *(PTS 2iii; 4i3; 7i4; CEC GC4S7)*
7. Students will be able to identify effective instructional techniques for individual instruction, small group instruction, multiple group instruction, and whole class instruction including research-based instructional approaches. *(PTS 4 iii1, 6 i1; CECGC5S3)*
8. Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. *(PTS 9 ii3; CEC CC10K1, CC10S6)*
9. Students will identify the roles and responsibilities of paraprofessionals related to instruction, intervention, and direct service; as well as be able to structure, direct, and support the activities of paraprofessionals, volunteers, and tutors. *(PTS 9 ii3; CEC CC7K5)*
10. Students will incorporate and implement instructional and assistive technology into students' educational programs. *(PTS 4i4; CEC GC4S7, CC7S0)*

Policies

How You Earn Your Grade:

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose points for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Group work is based on assigned readings; as a result, it is important that students keep up-to-date on their reading in order to be good group members. Because of the hands-on-approach, attendance is imperative. Therefore, 2 points will be deducted from the class work score for each absence. Students should notify the instructor by e-mail or in writing when they are absent.

Course Requirements:

Number grades will be converted to letter grades as follows:

90 – 100%	= A
87-89%	= B+
80-86%	= B
77-79%	= C+
70-76%	= C
60-69%	= D
59% and below	= F

- If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or modifications, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Assignment Submission Policy:

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor. If you are absent the day an assignment is due, you must email the assignment to the instructor or the assignment will be counted as late and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet without documenting the source, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have cognitive disabilities” are preferred over adjectival constructions such as “cognitively disabled people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students”, “typically developing students”, or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work, as well as on a separate reference page. Better than satisfactory writing skills are expected.
- Papers will be graded within 14 days of their due date.

Assignments:

Differentiated Unit Plan – 100 points

Due date – sign up

This is a group assignment and you will be given some time every class from January 25 until March 7 to work together as a group to complete the requirements. Presentations will run from March 21 through April 25. You will sign up for a presentation date and will hand in your unit on the day you present it. Your presentation should be about 25 minutes long, with 5 minutes at the end for questions and debriefing. As a basis for this assignment, you will use a unit developed for a previous class or from another source (the origin/source of the unit plan selected must be documented).

Objective:

The objective of this assignment is to put into practice the information taught in class regarding differentiating instruction for at-risk students and to build on your student teaching experience.

Introduction – 1-2 pages:

First identify at least three types of at-risk students that you will be differentiating for in your class. You must include students with learning disabilities, plus at least two other types (only one may be a low incidence disability). At least one of your students must have a reading problem. Second have a short description of the school setting where your unit will take place (inner city, suburban, student interests and activities, etc.) and explain how your lessons will relate to your students' life experiences.

Differentiation – 2-3 pages, plus the unit plan itself

To start select three modifications that you will make for your unit and describe them in detail. Make sure to adapt these modifications to your specific discipline and grade level. The modifications should include adaptations in the areas of reading, writing (if possible), and assistive technology. Examples of the modifications you could make will be discussed during the first half of the semester, and could include study guides, tests, various technologies, etc.

Within your unit, use italics to describe how your overall objectives, assignments, and assessments will be modified for students with learning problems. How will students monitor their progress? How will you adapt the textbook, written information and handouts, and activities? One lesson will include a cooperative learning activity and you will explain how students will be grouped and graded and how you will accommodate for student differences. One lesson will be team taught and you will describe each teacher's (general and special education) responsibilities for the lesson. The cooperative learning and team taught lessons should be clearly identified. How will you use technology to supplement or reinforce your lessons? Use at least two outside reference sources (other

than the text) for your project and cite them in your report, as well as on a separate reference sheet.

Behavior Intervention Plan – 30 points

Due date – 4/13

You will develop a behavior intervention plan based on a video or case study presented in class. The parameters of a functional behavioral assessment and the development of a behavior intervention plan will be presented in class and information is also included in the text.

Technology Assignment - 20 points

Due date – sign up

There are two components to the technology assignment: 1.) a presentation/demonstration with a one page handout for each class member; and 2.) a written report of 2 to 3 pages. The technology report can be based on a suggestion made in the text (the *Using Technology to Promote Inclusion* section at the end of most chapters) or from past experience, student teaching, etc. For example, it can be a classroom adaption that you want to demonstrate such as using specific internet sites or software to supplement a lesson. Include in your discussion and paper how this technology/site can be adapted to meet the needs of at-risk students. You will sign up for a topic the first week of class and presentations will start the 2nd week of class. You will work in pairs for this assignment.

Class work – 75 points

Class work will be a composite of class participation, work on in-class assignments, short quizzes, and attendance.

Class Cancellation

You will receive an e-mail from me if class is cancelled. If class is cancelled due to inclement weather, students should check SAKAI for replacement assignments.

Class Schedule**

<u>Session</u>	<u>Topic</u>	<u>Reading Assignment(s)</u>
1 (1/18)	What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Chapter 1
2 (1/25)	How are students identified for special education, the IEP process, characteristics and interventions used with specific disabilities Technology presentations begin	Chapter 2
3 (2/1)	Differentiated Instruction Quiz #1	Chapter 8 pp. 284-296
4 (2/8)	Large & small group instruction; cooperative learning for students with learning problems	Chapter 9
5 (2/15)	Differentiating reading & writing	Chapter 8 pp. 296-307 Chapter 10
6 (2/22)	Reading & writing continued	Additional rdg.(TBD)
7 (2/29)	Differentiating math, science & social studies	Chapter 11
8 (3/7)	Grading & assessment; rubric development Finalize sign-up schedule for unit presentations Quiz #2	Chapter 12
(3/14)	Spring Break	
9 (3/21)	Cooperative teaching, working with professionals & families; Differentiated Unit presentations begin	Chapter 4
10 (3/28)	Behavior; FBA & BIP	Chapter 7 Crisis de-escalation techniques handout

11 (4/4)	Behavior continued; creating a positive classroom environment Quiz #3	Chapter 5
12 (4/11)	Culturally & linguistically different students Behavior Intervention Plans Due	Chapter 3 pp.100-117 Chapter 6 pp.222-224 Chapter 8 pp.307-314
13 (4/18)	Social & personal aspects of inclusion Guest speaker	Chapter 3 pp.118-130 Chapter 6 pp.210-220, 230-238
14 (4/25)	Final presentations; class wrap-up Quiz #4	Additional rdg.(TBD)
5/9	Non-cumulative test	

**** Schedule is subject to change**