

Spring 2016
 Inclusive Teaching in Education: 3 Credits
 15:293:523 (Section 05)
 Thursdays, 4:50 -7:30 pm, Frelinghuysen Hall: Rm A1

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201-316-5182	10 Seminar PI
Office Hours: Online or by appointment after class	Prerequisites or other limitations: N/A
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning goals: Upon completion of this course, students can expect to:

- 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 allows students to access the general education curriculum. *(PTS 5iii1,2; CEC CC4S3)*
- 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)*
- Students will identify effective teaching strategies for oral language, reading, written language, math, content areas, and 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)*
- 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)*
- 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)*
- Students will be able to identify and implement appropriate modifications and accommodations for students. *(PTS 2iii; 4i3; 7i4; CEC GC4S7)*
- 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)*

- Students will identify co-teaching and co-planning methods to strengthen content acquisition of individual with disabilities. *(PTS 9 ii3; CEC CC10K1, CC10S6)*
- 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)*
- Students will incorporate and implement instructional and assistive technology into students' educational programs. *(PTS 4i4; CEC GC4S7, CC7S0)*

Course Catalog 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 class roles 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. These goals are achieved via large and small group class discussions, chapter readings, presentations, and class assessments, and related activities.

Class materials/Textbooks:

Creating Inclusive Classrooms: Effective, Differentiated, and Reflective Practices by Spencer J. Salend (ISBN# 0-13-359120-4) Pearson-Prentice Hall, 8th Edition

Attendance Policy

Students are required to attend every class. More than one unexcused absence will result in lowering the student's final grade by the equivalent of one full letter grade (e.g., from B+ to C+) for each additional unexcused absence beyond one (except for documented emergencies, illness, religious observance, or other serious needs). More than three absences total (regardless of absences being excused) will likely necessitate repeating the course to earn credit. Bona fide emergencies and highly unusual situations should be discussed in private with the instructor to explore the possibility of special accommodations and/or arrangements.

Class starts at 4:50 sharp. Students are expected to arrive at class a few minutes before class begins. Students who will arrive late for a legitimate reason are expected to email the professor in advance. Two unexcused tardy arrivals (defined as arriving more than 10 minutes late for class) constitute one unexcused absence.

Professional Demeanor

As current and future teaching and allied field professionals, students are expected to present themselves and act in class as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are encouraged to bring laptops and tablets to class for completing class assignments and activities. **Students are expected to focus totally on class activities** and not engage in alternate activities (social conversations, text messaging, email/Web multitasking, etc.).
- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use person-first language when speaking of students with disabilities (e.g., student with a learning disability, NOT, LD student), and never use demeaning terms such as retard. Students should avoid terminology that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers a disability. 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.

Assignment Submission Policy

- All completed 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 a traditional/professional font (e.g., Times New Roman, Arial, or Verdana) in a 12-point size. All assignments must be completed using APA Format (6th Edition).
- In particular, references should be noted in the body of your work, as well as on a separate reference page. Use APA style. All written papers must be completed in MS Word, or saved as Word format documents (Your First and Last Name and Title of Assignment.doc).
- Each assignment (including all presentations) must be submitted electronically on or before the due date by using eCollege.

Late Assignments Policy

All assignments are expected on time. Late assignments will receive a reduced grade, generally, a flat reduction in grade equivalent to 10% of the total possible assignment grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who **communicate early** regarding special problems completing assignments on time, with no grade penalties in special situations where advance communication takes place and the circumstances are deemed reasonable, but **will not be supportive of last minute requests for extensions on assignment due dates.**

Grading Policy:

1. Participation and Classwork (@ 5 points per class x 15 sessions = 75 points)
2. Technology Assignment (30 points)
3. Student-Led Presentation (40 points)
4. Behavior Intervention Plan (40 points)
5. Differentiated Unit Plan (100 points)/Presentation (20 points)

Course Grades: (out of 305 possible points)

GRADE	PERCENT	POINTS
A	90.00 – 100.0 %	Point totals will be converted to percentages. N.B. A grade of 86.99 earns a B, not a B+ Any mid-course modification of course assignments will be reflected accurately as percentage of total possible points earned.
B+	87.00 – 89.99 %	
B	80.00 – 86.99 %	
C+	77.00 – 79.99 %	
C	70.00 – 76.99 %	
D	60.00 – 69.99 %	
F	59.99% and below	

Assignments¹:

1. **Participation and Classwork:** Students are expected to come to class having completed all assigned readings for that week in advance and ready to participate in class discussions and activities, offering informed ideas and opinions.

¹ Including participation, classwork, papers, etc.

Breakdown:

- 1 point for attendance
- 1 point for active attention throughout class session;
- and 3 points for active discussion/participation in activities (no points earned when absent, except in excused absence cases of serious, documented emergencies/religious observance/illness/etc.—then 1 point is awarded).

2. Technology Assignment: The purpose of this assignment is to explore and increase awareness of current technological enhancements for students with various disabilities in an inclusion setting. 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) and/or it can be a classroom adaptation that you want to demonstrate, such as using a specific Internet site(s) or software to supplement a lesson. This assignment will be completed in partnerships (2 people per group) and will include a brief, 20-minute presentation/demonstration with a one-page handout for each class member and a written report of 2 to 3 pages. You will sign up for a presentation date at session #1 and presentations will start at session #3.

3. Student-led Presentation: Beginning at session #2, students will present on a research-based article/journal during each class. Following a brief introduction in which the presenter states the topic and the focus questions (1-2 minutes, with an accompanying presentation overview slide), the main content part of the presentation will last 8-9 minutes, to be followed by 8-9 minutes of facilitated (by the presenter) discussion (or, discussion can be embedded throughout the presentation), and a 1-2-minute summary/closure with accompanying slide.

Under no circumstances can the total time fall short of/exceed 20 minutes per presenter (due to other content coverage and activities during class). Students should rehearse to make sure their presentation timing is appropriate and they are responsible to bring a small clock or other timing device to help them manage their presentation time. Students will sign up for presentation-dates during session #1. The oral presentation should cover just the main concepts and major informational points from the selected reading—not all of the content. A rubric will be distributed at class session #1 and will be available in the course document share. The student must prepare three things to accompany the presentation:

- a. A brief Google Slides presentation. The presentation must be shared through Google Drive with Professor Vyas no later than 5pm the day before the oral presentation.
- b. Copies of a 3-4 page detailed handout (with more detail than in the Google slides presentation) for class members containing summary information.
- c. A list of 4-5 challenging discussion questions (higher order thinking) for the class with prepared follow-up probes in case of limited audience response on certain questions.

4. Behavior Intervention Plan: You will develop a behavior intervention plan (5-7 pages) based on a case study of your selection. The case study can be real or fictional,

but will preferably be based on a student with whom you have worked with (be sure to eliminate all identifying information such as real names of student or school, etc.). The parameters of a functional behavioral assessment and the development of a behavior intervention plan will be presented in class and will be covered in your readings. A rubric will be distributed as a guide for writing up your detailed analysis of the behavior as well as your plan to manage the behavior.

Your Behavior Intervention Plan must include the following components:

1. A thorough vignette describing the student (age, grade, gender, academic standing, etc.) and the behavior problem (history of the problem, prior interventions, and current situation, etc.)
2. An A-B-C analysis of the behavior, including:
 - a. an operational definition of the behavior
 - b. data collection strategies,
 - c. function(s) of the behavior
 - d. additional academic, social, and family information
3. An hypothesis or summary statement
4. Sociocultural factors
5. A function-based intervention plan, including
 - a. environmental modifications
 - b. measurable goals and the individuals responsible for helping the student attain these goals
 - c. how antecedent events will be addressed
 - d. how consequences will be modified
 - e. what new skills will be taught to the student to replace challenging behaviors an
6. How the Behavior Intervention Plan will be evaluated

5. Differentiated Unit Plan: 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. As a basis for this assignment you will use a unit developed for a previous class or from another source. You will modify the unit based on a number of criteria outlined in a detailed rubric which will be distributed and discussed in class (and available for reference in the course document share).

This is a group assignment (teacher created groups: combining students of the various concentrations) and you will be given class time from February 4 until March 10 to work together as a group to complete the assignment. Groups will be assigned at session #2, where you will also sign up for a presentation date.

Presentations are scheduled for: 3/24, 3/31 and 4/14. Your presentation must be about 15 minutes long, with an additional 3-5 minutes for questions. When you hand in your unit (on your presentation date) there should be a list of group members and the components of the unit that each individual member was responsible for.

Class Cancellation

If class is cancelled due to inclement weather students should check eCollege for replacement assignments (in addition to the readings for the upcoming week).

Web site: rutgersonline.net (Pearson LearningStudio eCollege)

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

SESSION #	CONTENT COVERAGE:	ASSIGNMENTS/ READINGS:
1 (1/21)	<ul style="list-style-type: none"> ● Course Introduction ● Special education and inclusion ● Least restrictive environment ● History and laws of special education ● Structure of support services in New Jersey 	<ul style="list-style-type: none"> ● Chapter 1
2 (1/28)	<ul style="list-style-type: none"> ● Special education identification process ● IEP process ● Characteristics and interventions used with specific disabilities (<i>Student-led presentations begin</i>) 	<ul style="list-style-type: none"> ● Chapter 2
3 (2/4)	<ul style="list-style-type: none"> ● Differentiating instruction for diverse learners (<i>Technology presentations begin</i>) 	<ul style="list-style-type: none"> ● Chapter 8 (pages 282-295) ● eCollege: Strategies for Differentiation
4 (2/11)	<ul style="list-style-type: none"> ● Differentiating large and small group instruction ● Cooperative learning for students with learning disabilities 	<ul style="list-style-type: none"> ● Chapter 9
5 (2/18)	<ul style="list-style-type: none"> ● Differentiating reading and writing instruction 	<ul style="list-style-type: none"> ● Chapter 8 (p. 296-308) ● Chapter 10
6 2/25)	<ul style="list-style-type: none"> ● Co-teaching 	<ul style="list-style-type: none"> ● Chapter 5 (p.152-168) ● eCollege: Co-teaching
7 (3/3)	<ul style="list-style-type: none"> ● Differentiation in math, science, social studies, and literacy 	<ul style="list-style-type: none"> ● Chapter 11 ● Chapter 3 (p. 106-113)
8 (3/10)	<ul style="list-style-type: none"> ● Distinguishing between cultural and language differences and learning difficulties ● Differentiating instruction for students from diverse cultural and language backgrounds <p>(Reminder: Spring Break - 3/17)</p>	<ul style="list-style-type: none"> ● Chapter 3 (p. 126-131) ● Chapter 8 (p. 307-314)

9 (3/24)	<i>Differentiated Unit Plan Presentations</i> <ul style="list-style-type: none"> ● Functional Behavior Assessments ● Observational recording systems ● Positive classroom behavior 	<ul style="list-style-type: none"> ● Chapter 7
10 (3/31)	<i>Differentiated Unit Plan Presentations</i> <ul style="list-style-type: none"> ● Communication and collaboration with families ● Acceptance and friendship 	<ul style="list-style-type: none"> ● Chapter 5 (p.169-187) ● Chapter 6 (p. 211-233)
11 (4/7)	<ul style="list-style-type: none"> ● Social and personal aspects of inclusion 	<ul style="list-style-type: none"> ● Chapter 6 (p. 190-210) ● eCollege: Promoting Positive Social Interactions
12 (4/14)	<i>Differentiated Unit Plan Presentations</i> <ul style="list-style-type: none"> ● Resume ● Application Process ● Interviewing 	<ul style="list-style-type: none"> ● Additional reading (TBD)
13 (4/21)	<ul style="list-style-type: none"> ● Vision and Hearing ● IEPs: the general educator responsibility 	<i>Behavior Intervention Plan Due</i> <ul style="list-style-type: none"> ● Chapter 3 (p. 102-106; 110; 272-274; 314-327) ● Review Chapter 2 (p.43-60)
14 (4/28)	<ul style="list-style-type: none"> ● Grading and assessment 	<ul style="list-style-type: none"> ● Chapter 12
15 (5/5)	<ul style="list-style-type: none"> ● Course reflection/survey ● Culminating Activity 	<ul style="list-style-type: none"> ● Additional reading (TBD)

**Schedule is subject to change*