

**CURR 545 Summer 2008**  
**Educational Techniques for Diverse Learners in Inclusive Classrooms**  
*Philip Garner*

**I. Course Description**

Educational Techniques for Diverse Learners in Inclusive Classrooms. 3 credit hours. This course focuses on the analysis of the instructional needs of exceptional children and the application of instructional strategies and curricular modifications within the general education classroom. The course incorporates a variety of instructional approaches supplemented by 20 hours of clinical and field activities.

**II. Rationale**

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education professional programs. This integrative studies course extends knowledge and skills of undergraduate reading and special education experiences and directly interacts with SPED 501, 502, 506, as well as graduate elementary coursework. Content related to the conceptual framework—especially performances related to planning and enhancing teaching to accommodate students' diverse and special needs—permeates the course and is clearly evident throughout Objectives and Outcomes, Topics, Assessment, and the textbook. This course addresses both Louisiana Components of Effective Teaching (LCET) and Council of Exceptional Children Standards (CEC).

**III. Course Objectives, Outcomes, and Standards**

<b>Objectives</b> This course is designed to enable candidates to:	<b>Conceptual Framework KSD</b>	<b>Assessment Strategies (VIII below)</b>	<b>LCET Standards</b>	<b>Specialty Standards CEC</b>	<b>NCATE/ State Standards</b>	<b>Mastery Level</b> I=Initial M=Mastery MA=Maintenance
1. Demonstrate knowledge of the inclusive education concept and its impact in the school setting.	K1,3,6;S1,3,6;D1,5,6	A.1.a.; A.2.c.,d.	IIA2; IIIC1,4	CC1K1-10; GC1K-9; CC9K1-4;GC9K1-2 GC10K1-4; GC10K2	1, 4 A-1,2,3	I
2. Demonstrate knowledge of learning environment adaptations that maximize learning for diverse learners from a variety of cultures and/or with specific learning needs.	K1,3,5; S1,2,3,5,6;D1,5	A.1.a.; A.2.a.,b.,e	IA3;IIA1-2;IIIC1,4	GC1K5,8; CC3K1,5; GC4K1; CC5K1-10;GC5K1;2CC6K2-4; GC6K2-3	1,4 A-1,2	I
3. Exhibit proficiency in adapting instruction for the included student through analysis and modification of existing curricular materials.	K1,3,4,5,6;S1,3,4,5,6;D1,3,4,5	A.1.a.,c; A.2.a.b.,e.	IA1-6; IIIA1; IIIB1; IIIC1	CC2K2; GC2K2,3; CC3K1-5; GC3K1; GC3S1; GC4K1-7;CC4S3CC5K1-6;GC5K1-3; CC6K1-4; CC7K5; CC7S1,8; GC7K1,3-4;	1,2,4 A-1,2,3,4,5	I
4. Plan for utilization of appropriate classroom management techniques and teaching strategies to enhance student learning at a variety of levels.	K1,3,5,6; S1,2,3,5,6; D1,2,3,5,	A.1.c.; A.2.a.,b.,e.	IA1-6; IIA1; IIB2; IIC1; IIIB1; IIIC1	GC1K2,9; CC2K1-7; CC5K1-6; CC6K2-3; GC7K1;CC9K2; GC10K1,2	1,4 A-1,2,3,4,5	I

5. Identify and plan for meeting special learning needs of students through evaluation of student work samples.	K1,4; S1,4; D1,4	A.2.e.	IA1-6; IIID2	GC2K1-6; CC3K1-2,5; GC3S1; CC4S3; GC4K1-7; CC5S3,6; CC7K1-5; GC7K1,3-4; CC8K1,4-5; CC8S1,4-9; GC8K3,4; GC8S3	1,2,4 A-1,3,4	I
6. Access resource information on specific learning needs.	K3,6; S1,3,5,6; D1,3	A.1.b.	IA3, IIC1	GC2K1-6; GC4K1; CC9K3-4; CC9S10; GC9K1	1,4 A-5,6	I

#### IV. Primary Empirical Base

Bloom, 1981; Bruner, 1966; Gardner, & Hatch, 1989; Johnson, & Johnson, 1987; Good, & Brophy, 1987; Hallahan, & Kauffman, 2000; Renzuli, & Reis, 1991; Stainback, & Stainback, 1996; Grant, & Sleeter, 1998; Council for Exceptional Children (1996). *What every special educator should know: The international standards for preparation and certification of special education teachers*; INTASC Standards; and the standards of the National Association for the Education of Young Children (NAEYC).

#### V. Resources and Materials

Required: TaskStream account: Your TaskStream account may be purchased online at <http://www.taskstream.com/pub/enroll/default.asp> or through the ULM bookstore. The annual subscription is active for 365 days from date of purchase. TaskStream subscription is required by all candidates in all education courses. The textbook adopted for this course is: Mastropieri, & Scruggs, 3<sup>rd</sup> Ed. (2007). *The Inclusive Classroom: Strategies for Effective Instruction*. Proof of professional liability insurance is required. Additional resources include: Choate (2004). *Successful inclusive teaching: Proven ways to detect and correct special needs*; Hallahan, & Kauffman (2009); *Developmentally Appropriate Practice: Curriculum and Development in Early Education*; *Snapshots Video Series*; Web site resources (e.g., <http://seriweb.com>; <http://cec.sped.org>; <http://www.kathyschrock.com>).

#### VI. Course Topics

The major topics to be considered are: A. Overview of Inclusive Education; B. Special Needs of Special Learners; C. Adapting the Learning Environment; D. Adapting Instruction; E. Adapting for Specific Content; F. Adapting for Special Skills; G. Modifying Lesson Plans; H. Managing the Classroom; I. Evaluating Students in the Inclusive Class

#### VII. Instructional Methods and Activities

Methods and activities for instruction include:

- Traditional Experiences: 1. Lecture/Discussion; 2. Guest Speakers; 3. Videos; 4. Student Presentations; 5. Article Reviews
- Clinical Experiences: 1. Simulations; 2. Role Playing; 3. Collaborative Activities; 4. Moodle Activities; 5. Analysis of case studies
- Field-based Experiences: 1. Field Experiences: (10 hrs.); 2. Interviews; 3. Development of adaptive instructional materials; 4. Materials Analysis; 5. \*Student Referral \*Signature Assessment

#### VIII. Assessment and Grade Assignment

The candidate will maintain an average of 80 % on all work.

##### A. Methods

- Traditional Assessments: a. Knowledge and Application Exams; b. Web site critiques c. Class participation
- Performance Assessment: a. Lesson plan analysis, modifications, and accommodations b. Modified version of assessment; c. Interviews, written analysis, and presentation of findings; e. Student Referral
- Description of assignments (*All assignments must be turned in to the instructor in hard copy with the scoring rubric stapled on top. It is highly recommended to save to flash drive or burn to disk. Signature Assessment must be submitted on TaskStream or an Incomplete will be assigned to the student.*)
  - Maintain an 80% average on **two written exams**. (100 points each)
  - Analyze a lesson plan** (environmental provisions, materials, teaching strategies and assessment strategies) for

adequacy of accommodations for designated special needs. (100 points)

c. **Create one alternative version of an existing content area assessment** that meets the needs of a specified learner. **Provide written explanation of additional modifications** that can be made to meet the needs of students with other types of learning needs. (100 points)

d. **Locate and post on Blackboard Discussion Board a detailed description of one web site** pertinent to successful inclusive education or issues related to inclusion of learners with specific abilities/disabilities. Students will **visit five of their classmates' sites and post a reflective response**. (50 points)

e. **Synthesize in a written report and class presentation interview information** from school administrator, teachers (regular and special educator), parent, and student sharing viewpoints on inclusion and inclusive practices. (100 points)

f. \* **Student Referral** . (100 points) \**Signature assessment: In order to be acceptable for program requirements, this assessment must score a 2 or 3 on the Taskstream Rubric and must be submitted by designated due date. Failure to do so will result in an "Incomplete" in the course.* **Develop written recommendations** for meeting one student's special needs based upon analysis of school profile, work samples and observations/interviews. (100 points) \**Signature assessment: In order to be acceptable for program requirements, this assessment must score a 2 or 3 on the Taskstream Rubric and must be submitted by designated due date. Failure to do so will result in an "Incomplete" in the course.*

g. **Demonstrate professionalism** through class attendance, participation, punctuality, and timely submission of assignments. (50 points)

B. Grading Scale, 100-93 = A; 92-85 = B; 84-75 = C.

## IX. Bibliography

The knowledge bases that support course content and procedures include:

### A. Contemporary

Alper, S., Ryndac, D. L., & Schloss, C. N. (2001) Baldwin, A. Y., & Vialle, W. (1999). *Alternate assessment of students with disabilities in inclusive settings*. Boston: Allyn and Bacon.

Bennett, C.I. (2007). *Comprehensive multicultural education: Theory and practice* (6<sup>th</sup> ed.). Boston: Pearson Allyn and Bacon.

Bowe, F. (2005). *Making inclusion work*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Choate, J. S. (Ed.) (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs* (3rd ed.). Boston: Allyn and Bacon.

Cohen, M. K., Gale, M., Meyer, J. M. (2005). *Survival guide for the first-year special education teacher*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Council for Exceptional Children (2000). *What every special educator should know: The standards for the preparation and licensure of special educators*. Reston, VA: Author.

Forsten, C., Grant, G., Hollas, B. (2002). *Differentiated instruction: Different strategies for different learners*. Peterborough, NH: Crystal Springs Books.

Freund, L., Rich, R. (2005). *Teaching students with learning problems in the inclusive classroom*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

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

Gregory, G. H., Cahpman, C. (2002). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.

Mastropieri, M. A., & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction* . (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Mercer, C. D. , Mercer, A. R. (2005). *Teaching students with learning problems*. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Miller, S. P. (2002). *Validated practices for teaching students with diverse needs and abilities*. Boston: Allyn and Bacon.

Pierangelo, R., & Giuliani, J.D. (2007). *The educator's diagnostic manual of disabilities and disorders*. San Francisco, CA: Jossey-Bass.

Salend, S. J. (2005). *Creating inclusive classrooms: Effective and reflective practices*. (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Sharp, A. P. (Ed.). (2005). *What every special educator must know: Ethics, standards, and guidelines for special educators*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

### B. Classic

Dunn, L. M. (1968). Special education for the mildly retarded: Is much of it justifiable? *Exceptional Children*, 35, 5–22.

Gable, R. A., & Hendrickson, J. M. (Eds.) (1990). *Assessing students with special needs: A sourcebook for analyzing and correcting errors in academics*. New York: Longman.

Pressley, M. et al (1990). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Will, M. C. (1986). Educating children with learning problems: A shared responsibility. *Exceptional Children*, 52,

**C. Key Journals**

*Behavioral Disorders*  
*Exceptional Child*  
*Education and Training in Mental Retardation*  
*Focus on Exceptional Children*  
*Journal of Special Education Technology*  
*Kappan*  
*Language, Speech and Hearing Service in Schools*  
*Learning Disabilities Research & Practice*  
*Preventing School Failure*  
*Remedial And Special Education*  
*Teaching Exceptional Children*

**X. Course Schedule and Policies**

**A. Course Schedule** (*See Attached*)

**B. Course Policies**

1. Attendance: Regular class attendance and active participation are essential components of this course: Professionalism Points will be deducted for each absence. Three tardies or three early departures will count as one absence. A student may have one *excused* absence without penalty. *Students are responsible for any academic information and work missed during their absence and will be expected to be fully prepared for the next class.*
2. Assignments: All assignments are due on or before indicated dates. There will be a five percent per class penalty on the late assignment as well as a Professionalism Points deduction. No assignment will be accepted later than two class meetings past due date.
3. Plagiarism: All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
4. Make up tests: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse, an alternate exam in an essay or oral format will be scheduled at the discretion of the instructor.
5. Cell phones must be *turned off* during class.
6. Insurance: Proof of professional liability insurance is required.
7. TaskStream: Purchase of TaskStream subscription is required. (*See Resources and Materials*) Signature Assessment (Teacher Work Sample) must be submitted to the instructor by the scheduled date in order for the candidate's final grade to be submitted.