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Title (SE 322)

**Course Syllabus**

Inclusionary Strategies

Fall 2008

Lewis-Clark State College, Division of Education, Lewiston, Idaho

KNOWLEDGE ~ SKILL ~ DEDICATION

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**Required Text**

Hallahan, David P. and Kauffman, James M. (2006). *Exceptional Learners* (11th Edition).  
Boston: Allyn and Bacon.

Sections of the Idaho Special Education manual that can be downloaded at  
<http://www.sde.state.id.us/SpecialEducation/default.asp>

**School and Program Goals**

The Lewis-Clark State College teacher education program seeks to prepare caring professionals who teach for understanding in communities of learning. Within this framework, each teacher candidate demonstrates fundamental elements of knowledge, skill, and dedication. Use of technology and the respect for and valuing of diversity are integrated themes. The faculty assumes that teaching is a profession that requires a high level of expertise. In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher performs a variety of roles. In serving these roles, teachers demonstrate knowledge, skills, and dispositions related to the following seven areas of professional competence:

Dedicated Professional  
Knowledgeable Professional  
Subject Matter Authority  
Educational Designer  
Educational Facilitator  
Educational Evaluator  
Reflective Professional

**Course Description as Stated in the Catalog**

Designing strategies for teaching and assisting individuals with differences or disabilities in the public schools. Emphasizes teaching approaches and team responsibilities of professionals working to assist students with needs. *Prerequisite: admission to the teacher education program.*

**Purpose of the Course**

This knowledge-based course (3 credit hours) is designed to clarify learning characteristics, needs and problems of the exceptional learner in the public schools. Perspectives on the Least Restrictive Environment (LRE) and categories of special education will be discussed. This course emphasizes legal issues, individual planning and collaborative team responsibilities of professionals working to meet individual differences. It introduces approaches to teaching and assisting students with individual needs or strengths. Issues related to individual differences and the future of schools will be discussed.

### **Knowledge Base**

Special education derives from multiple psychological and educational fields of study. Federal and state laws and regulations, as well as the Council for Exceptional Children and INTASC, provide an outline of subjects and issues. Supporting information for this course is drawn from numerous resources.

### **Course Objectives and Performance Goals**

After participating in this course, students will be able to:

1. Articulate the historical, philosophical, legal foundations, and state and federal regulations for services for children and youth with special educational needs.
2. Demonstrate an awareness of the models, theories, and research that provide the basis for practice in special education (individuals with exceptional learning needs from birth to adult years).
3. Identify the rights and responsibilities, including assurances and due process, of parents, students, teachers, other professionals, and school administrators as they relate to providing for learning needs.
4. Compare the cognitive, physical, cultural, social, and emotional needs of individuals with disabilities and/or gifts and talents with the needs of the general population of students.
5. Develop skills of collaboration and planning with families of individuals with exceptionalities, school personnel, related services personnel, and community agencies in a culturally responsive program.
6. Identify and select differentiated instructional practices to meet the needs of learners with diverse ability, culture, or socioeconomic class.
7. Recognize appropriate instructional strategies, services, and resources to meet the dynamic educational needs of learners with disabilities and/or gifts, talents, or high potential.
8. Describe referral and consultation strategies, ethical concerns, legal provisions, regulations, and guidelines related to assessment and placement of students in special education services.
9. Designate the roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program within the least restrictive environment.
10. Demonstrate appropriate use of technology, including adaptive and assistive technology, in creating a safe, positive, and supportive learning environment in which differences are valued.

Course Objectives and Performance Goals are from the CEC Common Core of Knowledge.

### **Professional Standards**

The qualified teacher will demonstrate knowledge, skills, and dispositions related to:

#### **The Dedicated Professional**

The teacher is concerned about all aspects of a child's well being (cognitive, emotional, social, and physical), and is alert to signs of difficulties. [LCSC A.1.d]

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence. [LCSC A.1.e]

The teacher is sensitive to community and cultural norms. [LCSC A.3.f]

Professional Commitment and Responsibility [Idaho Foundation Standards for SPED teachers, Principle 9]

The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner. [Idaho Foundation Standards for SPED teachers, Principle 10: Knowledge 3]

The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns. [Idaho Foundation Standards for SPED teachers, Principle 10: Knowledge 4]

The teacher recognizes the importance of the relationship between school and family. [Idaho Foundation Standards for SPED teachers, Principle 10: Disposition 1]

### **The Knowledgeable Professional**

The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions. [LCSC B.1.b]

The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. [LCSC B.3.a]

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). [LCSC B.4.c]

Knowledge of Human Development and Learning [Idaho Foundation Standards for SPED teachers, Principle 2]

The teacher knows the assurances and due process rights related to assessment, eligibility, and placement. [Idaho Foundation Standards for SPED teachers, Principle 10: Knowledge 1]

The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities. . [Idaho Foundation Standards for SPED teachers, Principle 10: Knowledge 2]

The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program. [Idaho Foundation Standards for SPED teachers, Principle 10: Knowledge 5]

### **The Subject Matter Authority**

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.[LCSC C.1.e]

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field. [LCSC C.2.a]

The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice. [Idaho Foundation Standards for SPED teachers, Principle 1: Knowledge 1]

The teacher respects the historical and philosophical framework of special education [Idaho Foundation Standards for SPED teachers, Principle 1: Disposition 1}

### **The Educational Designer**

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. [LCSC D.1.f]

The teacher identifies when and how to access appropriate services or resources to meet exceptional learning needs. [LCSC D.2.h]

The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school. [Idaho Foundation Standards for SPED teachers, Principle 3: Knowledge 1]

The teacher knows the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments. [Idaho Foundation Standards for SPED teachers, Principle 3: Knowledge 2]

The teacher knows the educational implications of exceptional conditions, including sensory, cognitive, communication, physical, behavioral, emotional, and health impairments. [Idaho Foundation Standards for SPED teachers, Principle 3: Knowledge 3]

The teacher understands the impact that a disability or a combination of disabilities may have on an individual's life. [Idaho Foundation Standards for SPED teachers, Principle 3: Knowledge 4]

The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions. [Idaho Foundation Standards for SPED teachers, Principle 4: Knowledge 3]

The teacher recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 7: Disposition 1]

### **The Educational Facilitator**

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities. [LCSC E.1.a]

The teacher constantly monitors and adjusts strategies in response to learner feedback. [LCSC E.1.e]

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. [LCSC E.4.b]

The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 5: Knowledge 1]

The teacher knows strategies and techniques that facilitate communication for students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 6:

Knowledge 1] The teacher recognizes the important role the ability to communicate plays in a student's ability to interact with others. [Idaho Foundation Standards for SPED teachers, Principle 6: Disposition 1]

### **The Educational Evaluator**

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. [LCSC F.1.a]

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. [LCSC F.1.f]

The teacher understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 8: Knowledge 1]

The teacher recognizes the rights of students and parents/guardians in the assessment process. [Idaho Foundation Standards for SPED teachers, Principle 8: Disposition 1]

The teacher appreciates the impact that diversity (e.g., culture and language) has on the selection, administration, and interpretation of assessments as well as on how results are reported. [Idaho Foundation Standards for SPED teachers, Principle 8: Disposition 2]

The teacher appreciates the legal provisions and guidelines involved in student assessment. [Idaho Foundation Standards for SPED teachers, Principle 8: Disposition 3]

### **The Reflective Professional**

The teacher is committed to reflection, assessment, and learning as an ongoing process. [LCSC G.1.c]

The teacher is willing to give and receive help. [LCSC G.1.d]

### **Mode/Style of Instruction**

The instructor and class members will focus on:

lecture/discussion	videotapes
small group interaction	individual projects
presentations	internet search

### **Methods of Evaluation**

This course will use multiple avenues of information gathering and communication of theoretical and applied materials. **The development of the course is based on the assumption that learning is something people do, and knowledge is gained by doing.** It is very important that

you attend class; in-class assignments and group work will comprise 10% of your grade. .

Assignments must be handed in on the due date to gain full credit; late assignments may automatically have 10% of the possible point count deducted.

The instructor will utilize the following for the purpose of competency evaluation:

Exam One (midterm)	100 points
Final	100 points
Discussion Questions	75 points
Chapter Assignments	75 points
Discovery Summary Project	100 points
Adapted Lesson Presentations	<u>100 points</u>
Total Point Count	550 points

### **Grading Scale**

A= 550-495

B= 494-444

C= 443-399

D=398-358

F= 357 – 0

### **College Policies**

#### **Students with Disabilities:**

If any member of this class needs course adaptations or accommodations due to a disability, if any member of this class has emergency medical information to share, or if any student requires other special arrangements, please contact the instructor immediately after the *first scheduled class period or as soon as possible*.

#### **Scholastic Honesty:**

All students are expected to adhere to the scholastic honesty standards of LCSC. Infractions of scholastic honesty (plagiarism, cheating on exams, submitting work completed by other, etc.) will result in appropriate actions ranging from a failing grade for the course to academic suspension.