



MAYVILLE STATE UNIVERSITY

Fall, 2018 On Campus

Course Name	EDUC 390 Special Needs in An Inclusive Environment (3 Credits)
Professor	Dr. Kelli Odden
Contact Information	Office: Education Building, F116 Phone: 701-788-4867 Email: kelli.odden@mayvillestate.edu
Meeting Location & Class Time	Delivery Method: On Campus Location: Education Building, Room 112 Class Day/Time: M-W-F 8:00-8:50 am Central Standard Time
Learning Management System	Blackboard Learn
How to Address your Instructor	I have worked hard to attain my doctorate in education and am very proud of this accomplishment. I am officially Dr. Kelli Odden. However, addressing myself as Kelli is completely appropriate.
Office Hours	Monday: 9-10 Tuesday: 9-12 Wednesday: 9-10 Thursday: 9-12; 1-3 Friday: 9-12
Important Dates	November 9th: Last day to drop the course. Late Work is not accepted 10 Days after the due date.
Proctor Notification: A Proctor is not needed for this course.	
Grade Requirements, As stated in the Mayville State University Catalog: EDUC 390 requires a minimum grade of "C" is required for teacher education.	
Course Description: This is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical handicaps, other health impairments, sensory impairments, communication disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis will be placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Prerequisites: Full Admission To Teacher Education, Junior standing. Fall, Spring, Summer.	
Purpose of the Course: Attitude — Awareness -- Application The past three decades have been representative of a great interest in exceptional children and the belief that they should be afforded a public education which is free and appropriate. A strong feeling exists in our society that all citizens, whatever their special conditions, deserve the opportunity to fully develop	

their capabilities. Practically all school teachers can expect to encounter special needs students in their classrooms; hence, pre-service teachers must be prepared to examine their own personal **attitudes** toward the disabled and take measures, if warranted, to be accepting of the atypical child. Second, they must develop an **awareness** of the various conditions including etiology, characteristics and implications for the quality of life (e.g., academic, recreation, social pursuits). Third, pre-service teachers must **apply** this knowledge by cultivating their ability to assess the intra-individual and inter-individual differences among the disabled and willingly modify the curriculum to assure that all exceptional individuals are given ample opportunity to excel depending on their capabilities and personal desires.

Conceptual Framework:

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework'

Course Objectives:

INTASC principles:

	INTASC Principles
1	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for the students.
2	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.
4	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Introduction to Inclusive Teaching (INTASC 2, 3, 9, 10)

- Summarize legal foundations, litigation, and legislation regarding services to special needs populations.
- Apply and use “people-first” language.
- Connect individuality with disability in relation to categorization and characteristics.
- Identify the categories of disabilities.

- Explain the basic components of IDEA – zero reject, nondiscriminatory evaluation, appropriate education, least restrictive environment, procedural due process and parent-student participation.

Collaboration: Partnerships & Procedures (INTASC 1-5, 9, 10)

- Reflect on how the use of a universally designed learning experience can support students with exceptionalities and contribute to the overall quality of curriculum and instruction.
- Differentiate among various placement options.
- Recall key characteristics of inclusion.
- Discuss the importance of establishing partnerships among special and general educators and paraprofessionals.
- Describe the process involved in creating collaborative teams.
- Describe how collaboration can enable students with disabilities to progress through the general curriculum.
- Identify effective approaches to collaboration.

Teaching Students with Higher-Incidence Disabilities (INTASC 2- 10)

- Describe and discuss the prevalence and characteristics of students with communication disorders, learning disabilities, mental retardation, behavioral disorders and emotional disturbance.
- List, describe and recommend adaptations and modifications to promote inclusion of students with higher-incidence disabilities.

Teaching Students with Lower-Incidence Disabilities (INTASC 2-10)

- Describe and discuss the prevalence and characteristics of students with sensory impairments, physical disabilities, other health impairments, severe and multiple disabilities, and autism.
- List, describe and be able to recommend adaptations and modifications to promote inclusion of students with lower-incidence disabilities.

Teaching Students with Other Special Learning Needs (INTASC 2-10)

- Describe and discuss the prevalence and characteristics of students with ADD, ADHD, gifted, creative, or talented, culturally and linguistically diverse backgrounds, and students at risk for school failure.
- List, describe and be able to recommend adaptations and modifications to promote inclusion of students with other diverse learning needs.

Effective Instruction for All Students (INTASC 1, 2, 4, 7 & 8)

- Describe effective teaching variables, including planning for content coverage & delivering instruction.
- Identify types and levels of learning occurring across content areas.
- Identify strategies for maximizing academic engagement.
- Discuss the value of infusing Socratic Questioning in instruction to ensure that all levels of critical thinking are being implemented.
- Describe the use of formative and summative evaluation.

Improving Classroom Behavior & Social Skills (INTASC 2, 5)

- Identify effective classroom management strategies.
- Identify various methods of assessing social skills.
- Describe interventions to improve social skills.

Promoting Inclusion with Classroom Peers (INTASC 2, 5)

- Describe how classroom peers can promote social acceptance and serve as peer assistants.
- Describe the procedures for creating a peer tutoring program.
- Evaluate the benefits of tutors and tutees.

<p>Enhancing Motivation and Affect (INTASC 5)</p> <ul style="list-style-type: none"> • Identify techniques for improving and enhancing student motivation and affect. • Describe strategies for increasing self-efficacy. • Describe the use of positive and negative reinforcement to reinforce students' success in the classroom.
<p>Dispositions: Candidates working on a teaching degree or a credential must demonstrate proper dispositions and progression of teaching skills to continue in the Teacher Education program; see the guidelines for <i>Continuance in Teacher Education</i> in the MSU Catalogue. In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for the [EDUC 390] education program. The course instructor will complete evaluations on each student and the student will complete a self-evaluation towards the end of the semester. Specific instructions for completion will be provided by the instructor.</p>
<p>CEC Standards: ISCI 1 K2 Similarities and differences among individuals with exceptionalities ISCI 2 K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities</p>
<p>Program Student Learning Outcomes Addressed in this Course: The entire Academic Program Student Learning Outcomes (SLO) document can be found in your Blackboard course shell. The document has an index so you can quickly find the degree you are pursuing.</p>
<p>Course Improvements Based on Most Recent Assessment Findings: This course was assessed Fall 2018, the Five Step Problem Solving process was the assessment used. The new texts added to the course after the fall 2013 assessment findings have evolved the courses focus on the general educator working with the special educator and how to accommodate the needs of the student. New required texts have been added to this course in efforts to better prepare our students for the field of education and working alongside special education.</p>
<p>Required Materials: Benson, J. (2014). <i>Hanging in: Strategies for teaching the students who challenge us most</i>. ASCD Alexandria, Virginia. Searle, M. (2013). <i>Causes & Cures in the Classroom Getting to the Root of Academic and Behavior Problems</i>. ASCD Alexandria, Virginia. Sapon-Shevin, M. (2007). <i>Widening the circle: The power of inclusive classrooms</i>. Boston, Massachusetts: Beacon Press. Schwarz, P. (2006). <i>From disability to possibility: The power of inclusive classrooms</i>. Portsmouth, NH: HEINEMANN. Sullo, B. (2007). <i>Activating the desire to learn</i>. ASCD Alexandria, Virginia.</p> <p>Recommended Reading Material: Mooney, J. & Cole, D. <i>Learning Outside the Lines</i>. New York: Simon and Schuster.</p>
<p>Instructional Strategies:</p> <ol style="list-style-type: none"> 1. In class discussions 2. 21st Century Skills Activities 3. Research paper 4. Presentations 5. Readings 6. Books Studies 7. Case Study 8. Problem Based Learning 9. Guest Speakers

10. Quizzes & Tests

Learning Experiences:

To enhance your learning experience in this course the following is expected:

1. Complete all assigned reading
2. Participate in the weekly discussions
3. Submit all of your assignments onto Blackboard, there are drop boxes for each assignment.
4. Always ask questions
5. Give yourself an appropriate amount of time to fully gain information from each experience in this course.
6. Blackboard will contain all assignment directions, read them.

Each student will submit major assignments (details will be distributed):

1. Shadow a special educator, a general educator, and a special needs student for a full day (i.e. a **full 6 ½ hour day**); submit a paper. 100 points
2. Presentation/Brochure. 60 points
3. Inclusion Study: Widening the Circle 25 points
4. RTI Study: Causes and Cures & Iris Center Project 40 points
5. Perspective Study: Disability to Possibility 20 points
6. Motivation Study: Activity the Desire to Learn 40 points
7. Case Study: Strategies for teaching students who challenge us most 40 points. This assignment is designated as a **key assessment** in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. Key assessments are aligned to InTASC Teaching Standards and are assessed with validated rubrics. Detailed directions are included in the Key Assessment Instructions and will be reviewed in class.
8. Disposition Activity & Reflection 25points
9. Tests 150 points

Total: 500 points

Expectations/Protocols

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- I expect full communication between student and myself.
- I answer all emails and phone calls within 24 hours of receiving.
- Writing Expectations: Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions in education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proof read by a reliable person or that they access The Writing Center for assistance with their writing.

Cell Phones/Computers:

- Cell phones/computers will be used for research and course discussion purposes. If it is a distraction, we will visit.

Instructor/Student Communication

- I expect full communication between you the student and myself.
- Always ask if you have questions, use email: kelli.odden@mayvillestate.edu or phone: 701-788-4867.
- I answer all emails and phone calls within 24 hours of receiving.

Course Timeline/Schedule (All items are subject to change)

The course is laid out in detail on Blackboard. Below are weekly topics:

Week	Topic
Week 1	Introduction
Week 2	Disability to Possibility
Week 3	Introduction to Inclusive Teaching
Week 4	Special Education: A Service Not a Sentence
Week 5	Book Club, Widening the Circle: The Power of Inclusive Classrooms
Week 6	Response to Intervention
Week 7	Causes and Cures in the Classroom (Putting RTI into Practice)
Week 8	Causes and Cures in the Classroom (Putting RTI into Practice)
Week 9	Causes and Cures in the Classroom (Putting RTI into Practice)
Week 10	The Referral Process
Week 11	Learning Disabilities
Week 12	Emotional/Behavioral Disorder
Week 13	Five Step Problem Solving process- Case Studies
Week 14	Motivation and Management
Week 15	Motivation and Management
Week 16	Speech and Language/ Intellectual Disability
Week 17	Final Presentation (Differentiated Instruction In Action)

Method of Evaluation/Grading

- The goal for evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in special needs in an inclusive environment.

Last Work: You are better off handing in something late than not handing it in at all.

- Late work is determined by the Blackboard Dropbox, there is a 1 point loss per day after the due date, the dropbox will close 10 days after the due date and will not reopen.
- Please do not email your work, dropbox your work on Blackboard. If you have difficulty submitting please make me aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion, it is up to you to take advantage of this allotted time.

Assignments:

- Students are responsible for accessing the information and assignments as they are presented on Blackboard.

Grades:

- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is often the best way to make sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date. Example if an assignment is due January 1st your grade will be posted no later than January 10th.

GRADE DISTRIBUTION

94-100 = A

87- 93 = B

80-86 = C

72-79 = D

< 72 = F

Starfish Student Success System: This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.

Please see the Starfish webpage for additional details: <https://mayvillestate.edu/academics/starfish/>.

Enrollment Verification:

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an *action* in Blackboard, such as completing an assignment or a taking a quiz. Logging into Blackboard is **NOT** considered attendance. Please see my enrollment verification activity and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk.

Late Arrivals The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information:

“Important Student Information” can be found in your Blackboard course shell.

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Students with Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)

References/Bibliography:

Ford, A., Davern, L. & Schnorr, R. (2001). Learners with significant disabilities: Curricular relevance in an era of standards-based reform. *Remedial and Special Education*, 22 (4), 214-222.

Fuchs, L.S., & Fuchs, D. (2001). Principles for prevention and intervention of mathematics difficulties. *Learning Disabilities Research and Practice*, 16(2), 85-95.

Hindin, A., Morocco, C.C., & Aguilar, C.M. (2001). “This book lives in our school;” Teaching middle school students to understand literature. *Remedial and Special Education*, 22(4), 204-213.

Klingner, J.K., Vaughn, S., Hughes, M.T., Schumm, J.S., & Elbaum, B. (1998). Outcomes for students with and without learning disabilities in inclusive classrooms. *Learning Disabilities Research and Practice*, 13(3), 153-161.

Montague, M., & Rinaldi, C. (2001). Classroom dynamics and children at risk: A follow up. *Learning Disabilities Quarterly*, 24(2), 75-83.

Stanovich, P.J., & Jordan, A. (2002). Preparing general educators to teach in inclusive classrooms: Some food for thought. *Teacher Educator*, 37(3), 173-185.

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Turnbull, A.H., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., Guess, D., Lassen, S., McCart, A., Park, J., Riffel, L., Turnbull, R., & Warren, J. (2002). A blueprint for school wide positive behavior support: Implementation of three components. *Exceptional Children*, 68(3), 377-402.