

# Mayville State University

## SPED 343 Classroom Accommodations and Modifications

Fall, 2025  
3 Credit Hours

### Course and Instructor Information

**Instructor Name:** Cortney Shuley

**Contact Information:**

Office: 116 P

Email: [cortney.e.shuley.2@mayvillestate.edu](mailto:cortney.e.shuley.2@mayvillestate.edu)

Work phone: (701) 788-4685

**Hours of Availability:**

Monday, Wednesday and Friday: Available by email and/or appointment. Happy to Zoom if needed.

Tuesday and Thursday: Available by email and/or appointment. Happy to Zoom if needed.

**Office Hours Meeting Link:** <https://mayvillestate.zoom.us/j/5054126929>

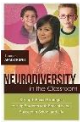
**Instructional Mode:** Online asynchronous.

**Course Dates:** October 20<sup>th</sup> – December 14<sup>th</sup>

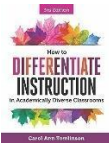
### Course Materials and Technologies

#### Required

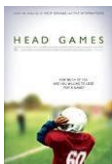
- Armstrong, Thomas, (2012) Neurodiversity in the Classroom, ASCD



- Tomlinson, Carol Ann (2017), How to Differentiate Instruction in Academically Diverse Classrooms 3<sup>rd</sup> Edition, ASCD



- The following Documentary will be used: Head Games - can be streamed on Amazon for \$3.99.



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## Use of Artificial Intelligence in this Course

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and specific assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor).

Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course. Instructional Strategies.

## Course Description

This course is designed to provide practical experience in accommodating and modifying environments and differentiating teaching strategies to meet the needs of children. Students will learn specific classroom accommodations and modifications, how to effectively differentiate instruction, and plan for neuro-diversity in the classroom.

**Pre-/Co-requisites:** No pre-/co-requisites are required.

## Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Elementary Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

- Students will be able to define "key" special education terminology and acronyms: IDEA, LRE, FAPE, IEP, IFSP, Modifications Accommodations, Adaptations, Inclusion, Mainstreaming, Related Services, etc (InTasc 2, 3, NDECTES 2, NAEYC 1, 4)
- Students will understand the field of special education is evolving and changing. (InTasc 3, NDECTES 2, CEC 5)
- Students will identify and describe the thirteen disability categories as outlined by IDEA. (InTasc 1, 2, NAEYC 2, EIECEC 1, CEC 2, 6)
- Students will be able to identify strength-based strategies to support individuals with disabilities. (InTasc 1, 2, NDECTES 1, NAEYC 1, 4, EIECEC 1, 5, CEC 2, 5, 6)
- Students will create a portfolio of accommodations and modifications for individuals in each of the 13 disability categories. (InTasc 1, 2, NAEYC 1, 4, EIECEC 1, 5, CEC 2, 5, 6)

**\*See specific standards alignment at the end of the syllabus.**

## Course Expectations

**Timeliness is an expectation.**

**Writing Expectations:** This course holds very high regard for the ability to express one's thoughts clearly and well. Individuals considering positions in education must be able to convey information and ideas verbally and in writing. Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or access The Writing Center for assistance with their writing.

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- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that include research references must consist of internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

## Instructor/Student Communication

**Email/Response Time:** I expect full communication between the student and myself. If the student has a concern or a question, they are expected to communicate their needs. E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. Emails received on weekends will be responded to on Monday. I will use Blackboard to post messages to all learners if needed.

**Student Email:** Students are accountable for all academic communications sent to their Mayville State University email address.

## Assignments and Assessments

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

*Below are the weekly topics, assignments, and due dates. All of this information is also detailed on Blackboard.*

Week	Topics
Week 1	Foundations of Differentiated Instruction
Week 2	Understanding Learners and Inclusive Classrooms
Week 3	Differentiation in Action
Week 4	Neurodiversity and Positive Niche Construction
Week 5	Planning for Diverse Learners
Week 6	Emotional and Behavioral Needs in the Classroom
Week 7	Differentiating Products and Grading
Week 8	Final Reflections and Assessment

## Evaluation and Grading

### Grading Policies

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. At the end of the eight-weeks, do not ask me to “bump” your grade. There are several assignments throughout the eight-weeks. Take your time, ask questions and submit your work.

### Grading Policies

- Late work drops 1 point per day after the due date. Late work is determined by the Blackboard Dropbox.
- Please do not email your work; instead, Dropbox it on Blackboard. If you have difficulty submitting it, please let me know by email or phone.

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- Please plan and do not wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion, and it is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the course.
- Discussion Boards cannot be made up if missed. Review due dates and make plans accordingly.

## Attendance/Participation Policies

- You are expected to review the course in its entirety and make yourself aware of the due dates and assignments. Please always ask if you have questions.
- Starfish is used to flag all assignments that are late or have not been submitted.

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Weekly Assignments	17	290	64%
Classroom Modifications/Accommodations Portfolio	13	65	14%
Final Exam	1	100	22%
<b>Total Points</b>		<b>455</b>	

## Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

## Breakdown of Grades

A= 94 – 100%	➔	426– 455 points
B= 87 – 93%	➔	396 – 425 points
C= 80 – 86%	➔	364 – 395 points
D= 70 – 79%	➔	319 – 363 points
F= < 70%	➔	0 – 318 points

## 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, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

## Proctor Notification

No proctors are required for this course.

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## Late Arrivals

Work with the professor to ensure all information is understood and the student is kept informed about the course's current and past events. All assignments are expected to be completed.

## Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

## Course Timeline/Schedule

### COURSE OUTLINE – SPED 343 Online

The following is a tentative schedule and may be subject to change. Weekly readings and assignments will be posted on Blackboard as well.

Assignments are due on Sunday night at 11:59 pm. i.e. Week 1 assignments are due March 23<sup>rd</sup> at 11:59 pm.

Week	Topics	Readings	Due
1	<ul style="list-style-type: none"><li>• Introductions</li><li>• Course Overview</li><li>• What Differentiated Instruction “Is” and “Isn’t”</li></ul>	<p>Syllabus</p> <p>Tomlinson Ch. 1</p>	<ul style="list-style-type: none"><li>• Syllabus Quiz</li><li>• Forum: Introduction</li><li>• Chapter 1 Focus Questions</li></ul>
2	<ul style="list-style-type: none"><li>• Fear in the Classroom</li><li>• How Learning Affects the Brain</li><li>• Individualizing Instruction to Support Children’s Learning</li><li>• Inclusion</li></ul>	<p>Armstrong Ch. 1</p> <p>Armstrong Ch. 2</p>	<ul style="list-style-type: none"><li>• Chapter 1 &amp; 2 Big Ideas</li><li>• Portfolio: Specific Learning Disabilities</li><li>• Video Reaction Document</li></ul>
3	<ul style="list-style-type: none"><li>• Defining Accommodations and Modifications</li><li>• Supporting Students with Learning Disabilities</li><li>• The Role of the Teacher and the learning environment in the</li></ul>	<p>Tomlinson Ch. 2</p> <p>Tomlinson Ch 3,4,5</p>	<ul style="list-style-type: none"><li>• Portfolio: Multiple Disabilities</li><li>• Portfolio: Deaf-Blindness</li><li>• Best Practices Hollywood Style</li></ul>

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	Differentiated Classroom		
4	<ul style="list-style-type: none"> <li>The Gifts of Autism</li> <li>Positive Niche Construction</li> <li>Accommodations for ADHD, LD</li> </ul>	Armstrong Ch. 3 Armstrong Ch. 4 Tomlinson Ch. 9 & 10	<ul style="list-style-type: none"> <li>Portfolio: Autism</li> <li>Chapters 9 &amp; 10 Tomlinson Focus Questions</li> <li>Gifts of Autism</li> <li>Macey &amp; Stephen Assignment</li> </ul>
5	<ul style="list-style-type: none"> <li>Planning Lessons Differentiated by Readiness and Interests</li> <li>The Strengths of Students with Intellectual Disabilities &amp; Differentiating Instruction by Learning Profile &amp; Content</li> </ul>	Tomlinson Ch. 7 Armstrong Ch. 5 Tomlinson Ch. 11	<ul style="list-style-type: none"> <li>Portfolio: Hearing Impairment</li> <li>Portfolio: Deafness</li> <li>Portfolio: Intellectual Disabilities</li> <li>I am a Person</li> <li>People with Disabilities WORK</li> </ul>
6	<ul style="list-style-type: none"> <li>The Bright Side of Kids with Emotional and Behavioral Disorders</li> <li>Traumatic Brain Injury</li> </ul>	Armstrong Ch. 6 Tomlinson Ch. 12 & 13	<ul style="list-style-type: none"> <li>Portfolio: Emotional Disturbance</li> <li>Portfolio Traumatic Brain Injury</li> <li>Chapter 12 &amp; 13 Focus Questions</li> <li>Head Games</li> <li>Rethinking Ch. Kids</li> </ul>
7	<ul style="list-style-type: none"> <li>Differentiating Products &amp; Grading</li> <li>Strength-Based School</li> <li>Speech-Language</li> </ul>	Tomlinson Ch. 14 & 15 Armstrong Ch. 7	<ul style="list-style-type: none"> <li>Portfolio: Other Health Impairments</li> <li>Portfolio: Speech-Language Impairment</li> <li>Portfolio: Visual Impairments</li> <li>Portfolio: Orthopedic Impairments</li> <li>Chapter 14 &amp; 15 Focus Questions</li> <li>Speech-Language Presentation</li> </ul>
8	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>		<ul style="list-style-type: none"> <li><b>Final Exam Due Friday, December 12<sup>th</sup> at 11:59 pm.</b></li> </ul>

## Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

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If a significant health or safety event necessitates a change in course format, plans for remote options for this course include Zoom meetings for class, and courses will continue as planned in Blackboard.

## Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

## Interstate Teacher Assessment and Support Consortium (INTASC) Standards – Teacher Education

**Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences.** The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

**Introduce/Reinforces SLO #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

**Introduce/Reinforces SLO #4:** Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

**The following SLOs/Professional Standards will be mastered in this course:**

SLOs/Professional Standards	Mastery Assignment
SLO #1	Classroom Modifications/Accommodations Portfolio
SLO #4	Final Exam

**Standard 1: Relationships** The program promotes positive relationships between all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

**Standard 3. Teaching** The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

## NAEYC Standards

**Standard 1: Child Development and Learning in Context:** Early childhood educators (a) are grounded in an

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understanding of the developmental period of early childhood from birth through age 8 across developmental domains.

**Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They

(a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

## EIECEC Standards

**Standard 1: Child Development and Early Learning** Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

**Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience** Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

## Council for Exception Children (CEC)/ND ESPB Special Education Program Approval Standards

**Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs:** Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

**Standard 5: Supporting Learning Using Effective Instruction:** Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

**Standard 6: Supporting Social, Emotional, and Behavioral Growth:** Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.



## Instructional Strategies

- Active Participation
- Direct Instruction
- Guided Practice
- Modeling
- Questioning
- Summarize Journal Articles
- Discussion
- Inquiry
- Demonstration
- Direct Instruction
- Discussion
- Inquiry
- Guided practice
- Modeling
- Questioning
- Compare and contrast
- Reflection
- Final exam
- Required Reading

## SPED 343 Classroom Accommodations and Modifications

### ESPB Program Approval Standards SPED/EC Course Standard Alignment

#### SPED 343

**Standards Alignment** (Elementary Education Program Approval Standards-ND ESPB):

- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.1b-Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

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- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.
- 50015.4b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
- 50015.4c -Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content.