

**UND** UNIVERSITY OF  
**NORTH DAKOTA**  
Department of Teaching & Learning  
**SPED 552 Inclusive Methods**  
**Spring 2018**

**Instructor: Patti Mahar**

**Phone:** Work Number: 701-885-2524

**Email:** patti.mahar@email.und.edu

**Office Hours:** Office hours will be held virtually upon request from students. Students are expected to contact instructor via email or phone to set up an appointment.

### **Introduction to the Course**

**Course Description:** SPED 552 Inclusive Methods is an introductory course dealing with the etiology of conditions and characteristics affecting individuals with emotional disturbance, learning disabilities, and cognitive developmental disabilities within the general education classroom. Instructional approaches and service delivery models within the general education classroom will also be explored.

### **Conceptual Framework:**

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of educators who

- are committed to the continuing process of learning about many things, especially about their content and learning to teach;
- are able to take an active role in promoting the learning of all students;
- will advocate with and for students, parents, colleagues, school and community.

### **Teaching & Learning Mission Statement**

The Department of Teaching and Learning is dedicated to the scholarly pursuit and dissemination of knowledge to aid in the professional development of teachers, teacher educators, and scholars at the bachelor's, master's, and doctoral levels. We engage in teaching, research, and service that inform exemplary policy and practice at all levels of education, from early childhood through higher education. Through our practice, scholarly pursuits, and service to the educational community, we emphasize, embrace and reflect upon the intertwined processes of teaching and learning. We believe that there exists a

compelling interest for all educators and educational institutions to foster diverse learning environments, thus enhancing students' abilities to appreciate cultural diversity and operate as productive citizens of a global society

### **Required Textbooks**

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Kurth, J. & Gross, M. (2014). The Inclusion Toolbox: Strategies and Techniques for All Teachers. Corwin Publishing

Supplemental Materials: throughout the course in the Blackboard Modules will contain various readings, websites, and videos

### **Course Objectives**

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The student will learn to:

1. Create differing ways of learning in a safe, positive, and supporting learning environment in which diversities are valued. (ICC5S1, ICC3K5, ICC5K7, ICC5K8)
2. Use strategies and techniques for facilitating the functional integration of exceptional individuals in various settings. (ICC4S1, ICC4S4, ICC4S3)
3. Prepare and organize materials to modify daily curriculum. (ICC4S4, ICC7S11)
4. Incorporate evaluation, planning, and management procedures which match learner needs with the instructional environment. (ICC7S10)
5. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities. (ICC5S4)
6. Design, structure, and manage daily classroom routines, effectively including transition time, for students, other staff, and the general classroom. (ICC4S6, ICC5S12)
7. Identify and prioritize areas of the general curriculum and accommodations for individuals with disabilities. (ICC7S1)

### **Course Requirements**

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#### **Weekly Modules:**

**There will be weekly modules posted on Blackboard. Students may work ahead, but assignments submitted early will not be graded until after the due date.** Weekly modules are considered "class time" similar to the time

**you would spend during a face-to-face class. Plan for at least 10-12 hours per module so manage your time accordingly. A tentative schedule is posted under the Calendar tab in the content area on Blackboard and will help guide you with assignment due date.**

**Discussion Boards (10 points each-Total 50 points)**

Students will post comments and further conversation on various reflections throughout the semester and discuss the information with other class members. Each discussion is worth 10 points: 5 points for a thoughtful, initial posting and 5 points for respectful, thoughtful comments to at least 2 classmates. You must respond to at least 2 class members per posting to receive full credit.

**Chapter Assignments/Responses (10 points each)**

Throughout the semester, there will be assignments that are required to be submitted. Each of these will be worth 10 points unless noted. This required work will focus on effective classroom management, collaborating with colleagues and families, and providing best practice opportunities of inclusive methods.

**Teacher Interview Paper (25 points)**

Conduct an interview with a general education teacher AND a second interview with a special education teacher. This is an **interview** assignment to be conducted via phone or face-to-face. You can interview former or current teachers. Be sure to secure the individual's permission prior to the interview and limit each interview to no longer than 30 minutes. Please remember to thoroughly document each interview. The length of this assignment should be 2-3 pages. The following items are required to be addressed in each interview:

- ✓ Teachers' names, name of schools, and grade levels
- ✓ Describe special education services in the teacher's district. What does each teacher interviewed see as the most significant challenges in education today?
- ✓ Cultural competency issues that are a part of their classroom or school environment.
- ✓ Ask specific questions related to both strengths and challenges in terms of inclusion and collaboration in the district in which they teach or have taught. Address any paraprofessional issues including scheduling and managing daily routines.
- ✓ Ask for advice for new teachers. Address any thoughts that might prepare teachers for working with diverse needs and their families.
- ✓ Summarize your findings by comparing the information provided by each

teacher.

- ✓ Conclude the paper with a personal reflection of your findings.
- ✓ Submit your list of questions that up asked during the interview process (just the questions, not the responses) along with your written report of the findings of **both interviews** in a single document to Blackboard.

**Lesson Plan (25 points) Use the Lesson Plan Template on Blackboard/Resources**

The goal of this lesson plan is to demonstrate your knowledge of how to include an individual with disabilities in the regular class setting.

Develop a case study of a student with an identified disability under IDEA (Individuals with Disability Education Act. Students may choose any type of disability and the age/grade of the child (student). Students must include all information as noted on the lesson plan template. Your case study will follow the same format as a Present Level of Performance on and Individual Education Plan. Based on the information in the case study, develop a general education lesson plan to include:

- ✓ Description of a **general education activity/lesson** that you will be teaching (briefly--1 or 2 sentences). You can cater to any academic content: reading, math, writing, science, physical education, etc. Students may search the Internet for a lesson plan already completed and then customize it to meet the requirements of this lesson.
- ✓ 3 broad goals you would like for the group to learn from the lesson? Refer to the lesson plan template for goal writing.
- ✓ List 3 specific objectives for the student with disabilities. What specifically do you want the student to learn? Your objectives must reflect the needs as listed in the case study.
- ✓ List the materials needed for the lesson, include all materials needed for the student with disabilities.
- ✓ Write a motivating introduction. What will you say and/or do to get the group interested in the lesson?
- ✓ Describe the specific steps for your lesson plan.
- ✓ Describe any modifications, adaptations, and accommodations provided for the student with disabilities. Provide 3 activities to **specifically include** the student with disabilities during the delivery of this lesson.

- ✓ Provide generalization opportunities for the student. What steps are necessary to make sure the student can practice the acquired skills in different settings or topic areas?
- ✓ Self-evaluation and reflection. You are required to **teach** the lesson, it may be taught to another adult, a student, and a group of students, sibling, friend, or relative. You are required to discuss to whom the lesson was taught. After completing your lesson, write a statement addressing what worked in the lesson and what adjustments you would make if you were to teach this lesson again.

**FINAL PROJECT (50 pts.) Inclusion Resource Guide: (Word document, animated video, webpage or PowerPoint-Your choice!!)**

The goal of this project is for the student to create an informative and creative resource guide that reflects the **accumulated** knowledge gained from this course.

- Organize course materials/findings into a creative document for future reference and for sharing with others.
- Include a list of inclusion benefits for students with and without disabilities.
- Include a YouTube video or a video you design including individuals with disabilities.
- Include information on inclusion in general.
- Include your philosophy of inclusion.
- Include 4 resources for parents and 4 for teachers.
- Lastly include 4 research-based strategies for each area of learning (reading, writing, math, social/behavior, and teaming/collaboration).
- At least 4 research-based strategies to include English Language Learners (ELL) with disabilities.
- Make sure to add pictures and your creativity to make it look professional.
- Reference page: APA style

**Course Grading**

100-94%	A
93%-87%	B
86%-80%	C
79%-72%	D

71% and below	F
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### **Grading Policies:**

- *Assignments must be submitted on the due dates that are provided. A **1- point deduction** will be taken for everyday your assignment is late. If you need an extension on an assignment, **simply communicate with me in advance** since life does happen along the way. For most situations, an extension will be granted, unless making this request has become patterned.*
- If you receive a grade of *D* or lower on the Final Project, you may redo the work to improve your score by 1 letter grade...79% or lower is considered a *D*. You will have one week to resubmit the assignment and all original documents must also be resubmitted.
- The mark of "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.
- **Prior** to submitting your assignment for grading, it is vital that you review the detailed requirements to ensure not only quantity but also quality in your work production. Students are only entitled to good grades when they produce quality work.
- The instructor will be happy to answer questions about assignments, but the student is responsible to review all the requirements of each assignment before contacting the instructor with questions.
- Should students have any questions or concerns about their grades, they are encouraged to contact the instructor to ask questions and explain their concerns.

### **Online Procedures**

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#### ***Course Format:***

- ⇒ Blackboard will be utilized in this course for the following: making announcements, sending emails, using discussion forums, posting weekly modules, posting handouts, posting assignments, submitting assignments,

managing grades, and accessing Blackboard Connect. You are responsible for familiarizing yourself with the technology needed for this class.

- ⇒ This course is going to be conducted with appropriate student interaction and 14 Modules. *Modules* are considered "class time;" similar to the time a student would spend in class if a student took this course face-to-face. Plan on spending **at least 10-12** hours on each module.
- ⇒ The instructor recommends that the students begin working through the Modules **immediately**. The students must complete assignments (up to 2 **Modules a week**), so plan accordingly. The instructor will begin grading these assignments within a week of them being due. The instructor grades assignments at one time to ensure reliability in grading. So, if the student submits his/her assignment in advance of the date it is due, please do not be concerned if the instructor has not graded it ☺. The instructor will have assignments graded one week after the due date pending any unforeseen circumstances. If an assignment is not corrected within one week, please realize that an unforeseen circumstance has occurred.
- ⇒ To maximize your learning in this online course, it is essential that you **go through the modules in their entirety**. Blackboard has a component that allows the instructor to monitor each student's activity. Just so you are aware, the instructor will use this tool to assist in the evaluation of student performance.
- ⇒ Most of the assignments will be submitted electronically using Blackboard since the assignments route directly to the Grade Center. Always follow the submission guidelines. Assignments must be completed and submitted on time in blackboard and NOT sent as email attachments.
- ⇒ Also, when submitting assignments, please use Word documents rather than PDFs, ZIP files, etc. If the student submits an assignment using a format other than Word, the instructor will request the student to resubmit the assignment using the correct format.
- ⇒ Lastly, if you reside outside the United States, you must plan ahead for meeting assignment deadlines.

### **Communication**

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- ⇒ When the instructor needs to communicate with students group, she will post an announcement through Blackboard. To stay informed, she recommends checking the Announcements section daily.
- ⇒ When the instructor needs to communicate with students individually, she will do so through email on Blackboard, which is linked to **the email account the**

**students have set as default through Connect ND. Students are responsible for knowing which account this is and for all information that is sent electronically.**

- ⇒ I will check my email and Blackboard Monday- Thursday. If an email is sent during working hours, I will usually respond within 24 hours and no later than 48 hours. If you are interested in virtual office hours, please email instructor ahead of time.
- ⇒ When emailing me with a specific question, include the course number you are enrolled in so I can answer your question promptly. If you simply email me referring to the "assignment," I won't be able to answer your question until you provide specifics☺.

## **Policies**

**Dispositions:** Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, Professional Dispositions for UND Teacher Education.

**Disability Services for Students:** UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. (See p. 16 of 2013-2015 UND Catalog for complete policy statement.) If you plan to request disability accommodations you are expected to register with Disability Support Services. For more information, contact DSS or check the DSS web site at: <http://www.und.edu/dept/dss/>.

**Essential Abilities Requirements:** Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum and the development of personal attributes required for professional licensure. The candidate must possess or be able to gain these abilities with or without reasonable accommodation.

The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory. (Student Teacher Handbook, p. 7 (Guidelines for Student Teachers).

Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that



to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

**College of Education & Human Development Academic Concerns and Grievance Process Policy:** The grievance process can be found on the web at <http://education.und.edu/files/docs/academic-concerns.pdf>.

**It is the student's responsibility to initiate and advance the grievance.**

For a grievance regarding the Teacher Education program requirements, students must be appeal directly to

Dr. Anne Walker, Associate Dean for Teacher Education at 701-777-2862 or email her at [anne.walker@und.edu](mailto:anne.walker@und.edu) (See p. 38 (undergraduates) and p. 207 (graduates) of 2013-2015 UND Catalog for complete policy statements.)

### **SCHOLASTIC DISHONESTY**

Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor. Instructors choosing to treat the case as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If the instructor has treated the case as a scholastic matter involving the grade in a course and the student has a grievance related to this action, that grievance would be processed as outlined in Section 3-2. Instructors choosing to treat the case as a disciplinary matter will refer the case to the Associate Dean of Student Life for possible resolution; if final resolution does not occur the Associate Dean of Student Life may refer the case to the Student Relations Committee which will handle the matter under Section 2.

#### **A. Cheating on a test includes, but is not restricted to:**

1. Copying from another student's test.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another student during a test without permission from the instructor.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
5. Substituting for another student or permitting another student to substitute for oneself to take a test.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

**B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work.**

***C. Collusion means the unauthorized collaboration with another person in preparing any academic work offered for credit.***

<b>Due Date</b>	<b>Topic</b>	<b>Assignment Due</b>
January 17	Module 1 & 2	Read Chapter 1 & 4 Syllabus Acknowledgement Introduction Activity Person first language Discussion Board #1
January 24	Module 3 & 4	Read Chapter 14 & 15 Wheel of Me assignment Read Chapter 2 Vision of Inclusion Discussion Board #2-The "R-Word"
January 31	Module 5	Read Chapter 7 & 12 Discussion Board #3 Teacher Interview Due
January 31	Module 6	Read Chapter 5 & 9 Review Questions
February 7	Module 7	Read Chapter 13 Read Lynne Chalmer's Book Adaptation Case Study Assignment Read Understanding by Design booklet
February 14	Module 8 Module 9	Lesson Plan due Read Chapter 8 Discussion Board #4-Social Skills Assignment
February 14	Module 10	Read Chapter 10 Complete IRIS Module & Submit Questions to Blackboard
February 21	Module 11	Read Chapter 11 Transition Chapter Questions
February 28	Module 12	Read Chapter 3 Paraeducators Paraprofessional Review Questions Due

February 28	Module 13	<b>Read Chapter 6 &amp; 16 Letter &amp; Discussion Board #5</b>
March 7	Module 14	<b>Mental Illness &amp; Final Project Due</b>