

Course Title: Inclusive Teaching for Aiding Students with Disabilities

Instructor: Donna Walker Tileston and Rosemary Planz

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 semester hour

Course Description:

Inclusion is a term coined to describe the notion that students with disabilities can and should be educated in the general education classroom. Teachers will learn effective inclusive teaching strategies to improve social skills, communication skills, motivational skills, and academic performance for their students with disabilities being taught in a general education classroom setting. Teachers will study ways to make learning fun and personally meaningful, to set goals and hold students accountable, to use signals to curb excessive student activity, to set clear expectations for student behavior, and to provide students with choices that support their interests or learning styles. Unfortunately, culturally and linguistically diverse students are often over-referred to special education. Educators are introduced to various approaches that can solve this dilemma such as unbiased testing, culturally sensitive behavioral expectations, and pre-referral intervention strategies.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand the
 - a. types of learning disabilities and disorders,
 - b. characteristics of students with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), and
 - c. strategies that can increase the ability of students stay focused on learning.

2. Skills –after this course, a student will appreciate
 - a. adaptations and instructional modifications for students with special needs, and those at risk of failure,
 - b. the use of advanced organizers and other classroom accommodations to aid students with learning disabilities, and
 - c. motivational strategies to improve attention and memory for all types of learners through enrichment and brain-based strategies.

3. Dispositions – after this course, students will appreciate
 - a. models of service delivery for varied special needs,
 - b. general education classrooms and inclusive teaching, and
 - c. strategies to recognize a variety of learning disorders.

Units:

1. . Attention Disorders
2. . Attention Solutions
3. . Speech and Language Disorders
4. . Reading Disorders

5. Learning Disabilities in Mathematics
6. Individuals with Other Diverse Learning Needs
7. Improving Classroom Behavior and Social Skills and Promoting Inclusion with Classroom Peers
8. Enhancing Motivation and Affect

Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know*, won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices* have been on Corwin’s best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a “failing school” and to help lead it to win statewide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

Rosemary Planz is currently retired from the Hicksville Public schools, Long Island, NY where she was the Assistant Superintendent for Curriculum and Instruction. Her experience includes teaching and supervising Special Education programs as well as teaching college courses for teachers to utilize a variety of strategies in the inclusive classroom.

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

- A: 90 - 100 points
- B: 80
- C: 70 points
- D: 60 points
- F: Fewer than 60 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
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	(10 points)	(20 points)	(30 points)	(40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (30 points) <u>Requirements of Assignment:</u> -The assignment is substantially incomplete <u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources <u>Content:</u> -No main idea	Basic (40 points) <u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric <u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources <u>Content:</u> -The main idea is	Proficient (50 points) <u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment. <u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style. <u>Content:</u> -Essay is	Distinguished (60 points) <u>Requirements of Assignment:</u> -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate <u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources <u>Content:</u> -Essay is

	<p>and/or main idea is irrelevant to the assignment</p> <ul style="list-style-type: none"> -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p>not clear in the opening paragraph</p> <ul style="list-style-type: none"> -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p>organized around a thesis or main idea,</p> <ul style="list-style-type: none"> -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p>organized around a thesis or main idea</p> <ul style="list-style-type: none"> -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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