

Course Syllabus

Course Title: Inclusive Teaching for Aiding Students with Disabilities – 3 Units

Course Grader: Robin Bromley

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Grader Bio:

Robin Bromley earned a Master of Philosophy degree and a Master's degree in English literature at Columbia University and her Bachelor of Arts degree from New York University. After nearly two decades in publishing and writing, she is currently teaching at LaGuardia Community College and Kean University. She has also taught at NYU and CUNY and served as assistant director of composition at Columbia College.

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. Additionally, teachers explore strategies for enlisting the support of parents, families, relevant school personnel, and community resources to help students with disabilities and those at risk of failure. After completing this course, teachers will have at their disposal an array of diagnostic tools, assessment tools, and effective classroom strategies to improve the quality of education and academic achievement for all students.

Course Objective/Goals:

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)
 - c. Strategies that can increase the ability of students to attend to and stay focused on learning
2. Skills –after this course, a student will
 - a. Adapt and modify instructional materials for students with special needs and those at risk of failure
 - a. Use advanced organizers and other classroom accommodations to aid students with learning disabilities
 - b. Apply 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
 - c. Some students with diverse learning needs are served under Section 504 of the Rehabilitation Act

Course Outline:

Eight Sections Students Will Be Focusing On:

1. Attention Disorders by Donna Walker Tileston
2. Attention Solutions by Donna Walker Tileston
3. Speech and Language Disorders by Donna Walker Tileston
4. Reading Disorders by Donna Walker Tileston
5. Learning Disabilities in Mathematics by Donna Walker Tileston
6. Individuals with Other Diverse Learning Needs by Rosemary Planz
7. Improving Classroom Behavior and Social Skills and Promoting Inclusion with Classroom Peers by Rosemary Planz
8. Enhancing Motivation and Affect Improving Attention and Memory by Rosemary Planz

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
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Quizzes	<u>(6 points)</u> <u>Quizzes:</u> 0-40% correct	<u>(9 points)</u> <u>Quizzes:</u> 60% correct	<u>(12 points)</u> <u>Quizzes:</u> 80% correct	<u>(15 points)</u> <u>Quizzes:</u> 100% correct
Reflection questions	<u>(10 points)</u> <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>(15 points)</u> <u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>(20 points)</u> <u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>(25 points)</u> <u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)



	<p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p>	<p><u>Requirements of Assignment :</u></p> <p>-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</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</p>
	<p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</p>	<p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p>
	<p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -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</p>	<p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -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</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -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</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -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</p>

	course content	enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	of the course content in its objectives, activities, and/or assessments	course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

- Attention Disorders
- Attention Solutions
- Speech and Language Disorders
- Reading Disorders
- Learning Disabilities in Mathematics
- Individuals with Other Diverse Learning Needs
- Improving Classroom Behavior and Social Skills and Promoting Inclusion with Classroom Peers
- Enhancing Motivation and Affect Improving Attention and Memory

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Tileston, D. (2003). *What Every Teacher Should Know About Diverse Learners*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Effective Teaching Strategies*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know Student Assessment*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Media and Technology*. Texas: Corwin Press.



Tileston, D. (2003). *What Every Teacher Should Know About the Profession and Politics of Teaching*. Texas: Corwin Press.