



**Special Education:
Inclusion Strategies for Teaching Diverse Learners:
The Inclusion Classroom**

EDUX 9900

Course Instructions :

Read the Course **Introduction**.

Open and read the **Syllabus** which includes Objectives and a Grading Rubric.

Checkout the **Supplementary Resources** and **Course Materials** links.

For each Session 1, 2 and 3 read **Overview** and the **assigned resources** and use them to complete the assignments. **Links to Resources** are located under each session. You will type your assignments offline in a document that you will later upload for grading.

If you want instructor feedback as you go, you may submit the assignments as you complete each session in the **DropBoxes for Sessions One, Two and Three** and **Assessment**. If feedback is not needed, you may simply submit all coursework for grading at one time in the **Completed Coursework DropBox**.

Introduction

The Inclusion Classroom offers general and special education teachers best practices that focus on both team teaching and academic strategies to differentiate instruction in order to improve outcomes for ALL students, including English Language Learners. There are three main focus areas to this course:

- Fulfilling the mandates of the Individuals with Disabilities Education Act (IDEA), the federal law that entitles all children with disabilities to programs and services that allow them to function in the least restrictive environment.
- Appropriate use of Response-To-Intervention (RTI), an initiative created to identify, assess, remediate, and re-assess students who are struggling with behavioral or academic problems in order to improve student achievement and prevent academic failure.
- Creating effective inclusion models for general education and special education students to learn together in the same classroom with their respective teachers.

Objectives

By the end of Session 1, participants will be able to:

- Identify the roles of general and special education teachers in an inclusion classroom.
- Interview inclusion teachers to learn the realities of inclusion in their schools.

By the end of Session 2, participants will be able to:

- Explore various models of team teaching in the inclusion classroom.
- Assess the advantages and limitations of these models.

By the end of Session 3, participants will be able to:

- Focus on the strengths of their students.
- Use these strengths and affinities to assist student with learning problems.
- Apply strategies of differentiated instruction to help all students succeed.
-

Exemplary A+-A-	Acceptable B+- B-	Unacceptable F
All response assignments are complete and accurate.	All response assignments are complete and accurate.	Response assignments are incomplete and/or contain inaccurate or inappropriate responses.
All application assignments are reflective, thoughtful, clearly identifiable and relevant.	All application assignments are complete, identifiable and relevant.	Application assignments are incomplete and/or irrelevant.
Overall appearance is very well organized and free of spelling and grammatical errors	Overall appearance is generally organized with limited spelling and grammatical errors.	Overall appearance shows little organization and has spelling and grammatical errors.

Course Materials

1. Videos

[Collaborative Team Teaching in 3rd Grade](#)

[Collaborative Team Teaching in Secondary School](#)

[Teaching Methods: Differentiated Instruction](#)

[How Are You Smart?](#)

2. How-To Articles

3. Action Research Papers

4. Adaptable Curriculum Projects

5. Annotated Content of the DVD-Rom and Essential Questions.

- Menu of Key Concepts and Related Resources
- PDF: [The Professional Teachers Handbook: Chapter 4](#)
- "Meeting the Needs of All Learners"

6. Professional Development Materials

Session 1

- What Is the Goal of an Inclusion Class?
- What are the Realities of Creating a Successful Inclusion Class?

Overview

"Inclusion" is a term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

"The Individuals with Disabilities Act (IDEA), as amended in 2004, does not require inclusion. Instead, the law requires that children with disabilities be educated in the 'least restrictive environment appropriate' to meet their 'unique needs.' And the IDEA contemplates that the 'least restrictive environment' analysis will begin with placement in the regular education classroom." *Special Education Inclusion*, <http://web.archive.org/web/19961121004326/http://www.weac.org/resource/june96/speced.htm>

Assignments

1. A local radio station has a weekly Education segment. The host of the program has asked you to be on the program to explain to the listening audience what the "Individuals With Disabilities Act" (IDEA) is. What do you say?
2. After your report the radio host asks about the complexities of two teachers, one special education and one general education, sharing a class. How do you answer?
3. View the video appropriate to your grade. What are the strengths each teacher brings to the classroom?
4. What benefits do the students gain?
5. Describe what you think an outstanding school inclusion program looks like.
6. What resource in Session One impressed you the most? Why?

Session One Resources

1. Inclusion Strategies for Teaching Diverse Learners(*Videos*)
 - Videos
 - [Collaborative Team Teaching in 3rd Grade](#)
 - [Collaborative Team Teaching in Secondary School](#)
 - [Teaching Methods: Differentiated Instruction](#)
 - [How Are You Smart?](#)
2. Article
 - [How to Work with a Collaborative Team Teaching Partner](#)
Factors discussed include planning together, discussing discipline styles, knowing your own style, and communicating with each other.
3. **PDF: [Professional Teachers Handbook: Chapter 4](#), "Meeting the Needs of All Learners," Pages 94 – 100**
4. **Additional Resources:**

The Inclusion Classroom - Preparing Students

<http://specialed.about.com/od/teacherchecklists/a/mainstream.htm>

The Inclusion Classroom - Promoting Learning

<http://specialed.about.com/od/integration/a/inclusional.htm>

Setting them Up for Success Checklist

<http://specialed.about.com/od/integration/a/checklist.htm>

Session 2:

Exploring Models of Team Teaching in the Inclusion Classroom

Overview

There are a number of models of Collaborative Team Teaching (CTT) that can be used to determine the instructional responsibilities in the team-taught classroom. New York City teacher, Judi Fenton, wrote, "Being a member of a collaborative team-teaching pair is like being in a marriage . . . You can make the year more productive and pleasant for yourself, your partner, and your students if you communicate with your partner, plan together, and reflect about your own teaching style."

What are the attributes of a successful team? What can collaborating teachers do in order to work with colleagues to improve professional practice while improving learning outcomes for high needs populations? This session will help you understand the CTT model and develop the skills that teachers can employ to strengthen and complement each other. You will have the opportunity to explore these models of team teaching, assess the advantages and limitations these models have for all (including gifted and talented) students, and identify the models that would work in your own school. This session will help teachers create an effective environment, improve professional practice, and improve learning outcomes for high needs students.

Assignments

Choose two models of co-teaching listed in the readings and viewed on the video.

1 & 2. Explain each model in detail.

3 & 4. What are the roles and responsibilities of the two teachers in each model?

5 & 6. What do you see as the advantages and challenges of each model?

7. Create your ideal inclusion model and include the following

A. characteristics of your co-teacher,

B. the physical environment and

C. how you would share responsibilities.

8. Based on your experience or the readings, describe potential roadblocks that might hinder the success of your ideal inclusion classroom model.

9. Write a sample letter to parents explaining how all students would benefit from being in an inclusion classroom.

Session Two Resources

Videos:

- [Collaborative Team Teaching in 3rd Grade](#)
or
- [Collaborative Team Teaching in Secondary School](#)
(*Note: Much is to be learned by watching both videos.*)

Articles:

[How to Work with a Collaborative Team Teaching Partner](#)

_Factors discussed include planning together, discussing discipline styles, knowing your own style, and communicating with each other.

[How to find a CTT Match: Questions to Ask a Potential Collaborative Team Teaching Partner](#)

_Sharing a classroom with a colleague can be difficult if both teachers don't initially spend time discussing their teaching philosophy, classroom values, teaching strengths, and areas for improvement.

Action Research Paper:

[A High School Inclusion Program: A Deeper Look](#)

- **PDF: [Professional Teachers Handbook: Chapter 4](#), "Meeting the Needs of All Learners,"** Pages 94 - 100.
- **Additional Resources:**
Strategies for Special Education and the Inclusion Classroom: Six Models of Team Teaching
http://blogs.scholastic.com/special_ed/2008/12/six-models-for.html

Perspectives on Team Teaching

<http://www.ucalgary.ca/~egallery/goetz.html>

Preparing for Inclusion: Inclusion Models for a Building Level

<http://web.archive.org/web/20071024194626/>
http://www.uni.edu/coe/inclusion/preparing/building_levels.html

Collaborative Teaching

http://www.parrotpublishing.com/Inclusion_Chapter_3.htm

Models of Inclusion

<http://medsped.soe.umd.umich.edu/belinda/modelsof.htm>

10 Inclusion Steps for the Gifted

<http://specialed.about.com/od/giftedness/a/giftedsteps.htm>

Session 3:

- **Response-To-Intervention (RTI) and Differentiated Instruction**
- **Overview**

Response-To-Intervention (RTI) is an initiative created to identify, assess, remediate, and re-assess students who are struggling with behavioral or academic problems in order to improve student achievement and prevent academic failure. Once problems are identified by a multi-disciplinary team of learning specialists, a plan for intervention is created to address these issues. Student progress is monitored and reassessed continually, and decisions are made to adjust interventions as needed. The goal of RTI is to identify potential problems and remediate them, avoiding placement in special education classes if possible.

Once a student's issues are identified, instruction must be differentiated in order to meet the identified

needs. In order to differentiate instruction successfully, a teacher needs to be an expert in four areas: knowing the students, the curriculum, cognitive theory, and differentiated instruction practices. This session will examine an array of teaching strategies that will enable participants to differentiate instruction that is aligned to the standards, meets the needs of all learners while constantly monitoring and assessing students' progress. They will learn the best classroom interventions that can be used to help students, especially those with special needs, as well as the tools and techniques teachers can offer in specific content and in study skills.

Assignments

Each assignment response requires a Session Three Resource reference to be cited.

1. You have been assigned a student teacher who does not have any skills in differentiating instruction. How do you help him/her to move away from one size fits all method of teaching?
2. How can the student teacher in #1 adapt learning materials for the inclusive classroom?
3. What steps can the student teacher take to determine if a student has a learning problem or is just not trying?
4. Can he/she help ELL students who have learning disabilities? Explain.
5. How can you help ADHA students achieve in the classroom?
6. Why should you pay attention to your students' descriptive words?
7. Should you spend more time on building your students' strengths or improving their weaknesses?
8. Explain- the tool of intervention can greatly help certain students and their parents.
9. Using the techniques of differentiating instruction can help to teach higher level skills - Explain.
10. What are the basic principles of adapting curriculum to meet the needs of learners with academic difficulty?

Session Three Resources

1. **DVD-ROM:** *Special Education: Inclusion Strategies for Teaching Diverse Learners*

Videos:

- o [Teaching Methods: Differentiated Instruction](#)
- o [How Are You Smart?](#)

Articles:

[The Multiple Intelligences Classroom: Matching Your Teaching Methods with How Students Learn](#)

By recognizing and building on their students' strengths, educators can help students develop the skills they need to succeed.

[Knowing What They Know](#)

By becoming aware of our students' needs and interests we begin to enable each student to work at his or her own higher level of thought, problem solving, and production.

[Recognizing Learning Styles](#)

Observing classroom behavior and listening to the descriptive words students use give us insight into students' perceptual preferences.

[Meeting the Needs of Every Student with Differentiated Instruction](#)

Once we have collected and analyzed information about the ways our students learn, how do we address the various needs of our students?

[The Mixed Ability Classroom](#)

A series of questions assists teachers in implementing the components of inclusive instruction.

[Create a Multisensory Classroom](#)

Effective teachers present a variety of learning experiences which enable their students to use their preferred learning styles.

2. **PDF: Professional Teachers Handbook: Chapter 4, "Meeting the Needs of All Learners,"** Pages 87 - 96.

3. **Response-To-Intervention:** Choose any **two** of the resources below:

Response to Intervention (RTI): A Primer for Parents by Mary Beth Klotz, PhD, NCSP, and Andrea Canter, PhD, NCSP - National Association of School Psychologists
www.nasponline.org/resources/handouts/rtiprimer.pdf

Essential Components of RTI - A Closer Look at Response to Intervention
http://www.rti4success.org/index.php?option=com_content&task=view&id=1469&Itemid=79

Models of Implementation - National Center on Response to Intervention
http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=68&Itemid=133

4. **Differentiated Instruction:** Choose any **two** of the resources below that pertain to your teaching situation:

One Size Doesn't Fit All (Differentiated Instructional Strategies Teacher Development Toolkit)
www.corwin.com/upm-data/12841_Gregory_Chapter_1.pdf

Differentiating Instruction: A Modified Concerto in Four Movements
<http://www.ldonline.org/article/5679>

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom
<http://www.ldonline.org/article/5629>

Learning Disabilities – Teaching Strategies to Help Learning Disabled Students
<http://learningdisabilities.about.com/od/instructionalmaterials/qt/instructhomesch.htm>

5. **Special Education:** Choose any **two** of the resources below that pertain to your teaching situation:

What is a Learning Disability? (Focus on Best Practices)
<http://specialed.about.com/cs/exceptionalities/a/learningd.htm>

ADHD and LD Support Checklist
<http://specialed.about.com/od/teacherchecklists/a/addchecklist.htm>

How Children Learn to Read

<http://www.ldonline.org/article/6253>

When Older Students Can't Read

<http://www.ldonline.org/article/8025>

Lazy Kid or Executive Dysfunction?

<http://www.ldonline.org/article/6311>

Communication Strategies for All Classrooms: Focusing on English Language Learners and Students with Learning Disabilities

<http://www.ldonline.org/article/19260>

Assessment Assignment

Use the Individual Education Program (IEP) of a student to create a lesson that matches the academic standards with the goals stated in the IEP. In what ways can you present this lesson to the student that appeal to his or her strengths?

Consult with other teachers, guidance counselors, related service providers, paraprofessionals, and any other professionals who know this student. Interview the child and parent. Using the information you have gathered, create a learning plan to address this student's disability. Present the plan along with data collected from those whom you consulted. Do not use actual names.

Supplementary Resources

1. Online Sources:

History - Twenty-five Years of Progress in Educating Children With Disabilities Through IDEA (Individuals with Disabilities Education Act)

<http://www.ed.gov/policy/speced/leg/idea/history.html>

Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of The *Rehabilitation Act of 1973*

<http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

2. ADD - Attention Deficit Disorder

<http://specialed.about.com/od/specialedacronyms/g/ADDgl.htm>

ADHD Basics

<http://www.ldonline.org/adhdbasics>

Learning Disabled - Check links to various learning disabilities.

<http://specialed.about.com/cs/exceptionalities/a/learningd.htm>

What Is a Learning Disability?

<http://www.ldonline.org/lbasics/whatislid>

A Big Push for Learning 'Differences,' Not Disabilities

<http://query.nytimes.com/gst/fullpage.html?res=9A00E1DF113CF93BA3575BC0A9669C8B63>

Celebrate Strengths, Nurture Affinities: A Conversation with Mel Levine

http://www.ascd.org/publications/educational_leadership/sept06/vol64/num01/Celebrate_Strengths,_Nurture_Affinities@_A_Conversation_with_Mel_Levine.aspx

Individual Education Plan (This article provides links to an analysis of each part of the IEP)

http://specialed.about.com/od/iep/Individual_Education_Plan.htm

Best Practices for Behavior Disorders in the Classroom

<http://specialed.about.com/cs/behaviordisorders/a/Behavior.htm>

Organizational Skills for Students with Learning Disabilities: The Digital Master Filing System

<http://www.ldonline.org/article/24228>

Accommodations for Students with LD

<http://www.ldonline.org/article/8022>

Sample IEP

<http://www.seformmatrix.com/wp-admin/download/sample-iep.pdf>

Student Learning-Strengths Inventory

http://www.education-world.com/a_lesson/03/lp319-01.shtml

3. **Movies:**
 1. *Freak the Mighty*
 2. *Charly*
 3. *Elephant Man*
 4. **Videos:**
 1. *Brown Eyes, Blue Eyes*
 2. *Freedom Writers*
 5. **Books:**
 1. *Freak the Mighty*
 2. *The Miracle Worker*
 3. *Still Me*
 6. **People:**
 1. Leonardo daVinci
 2. Cher
 3. Tom Cruise
 4. Thomas Edison
 5. Albert Einstein
 11. Charles Schwab
4. *The Miracle Worker*
 5. *Rainman*
 6. *A Beautiful Mind*
 7. *Adam*
 3. *F.A.T. City*
 4. *Social Skills by Rick Lavoie*
 4. *The Secret Garden*
 5. *The Hunchback of Notre Dame*
 6. Stephen Hawking
 7. Bruce Jenner
 8. Howie Mandel
 9. Michael Phelps
 10. Christopher Reeve