COURSE DESCRIPTION

Description: SPED 405 is an introduction to the integration and inclusion of special needs students into the regular elementary education classroom. Prospective teachers learn the competencies necessary for successful inclusion.

Pre-requisite: Completion of ICS 101 with a grade of “C” or higher or consent of instructor; placement into ENG 100 or concurrent enrollment in ENG 22.

NOTE: You are prohibited from selling any materials related to this course. This includes syllabus, handouts, lectures, online modules, and PowerPoint presentations. Students are also prohibited from selling (or being paid for taking) notes during this course to (or by) any person or commercial firm without the expressed written permission of the professor teaching this course. No portion of this syllabus, all handouts, lectures, online modules, and Power Point presentations may be reproduced by a candidate or other instructor without the expressed written permission of Dr. Jonathan Schwartz.
UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

CONCEPTUAL FRAMEWORK.

The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

• delivering high quality instruction that addresses the needs of the whole child;
• embracing social justice and equity for all;
• becoming reflective practitioners and life-long learners.

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society
Credit hours (online statement):

The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9-hours a week (135 hours/semester) on course related work (see UHWO General Catalog). In accordance with the UHWO Credit Hour Policy, the work assigned to achieve the stated student learning outcomes meets the credit hours that would be required for a comparable in-person course section. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week completing scheduled lessons, completing assigned readings, participating in online discussions, completing worksheets, researching and writing papers, and studying for scheduled quizzes.

ACADEMIC INTEGRITY. Academic integrity is expected of every candidate. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.

Statement on Plagiarism. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Academic Honesty. The following unethical behaviors are expressly forbidden:
1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class, during practicum, or at an educational event that is part of the course requirement.

2. Turning in for credit a duplicate or revised research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.

3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's own work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O'ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

Students with Disabilities. You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design.

TEXTBOOK & TRADEBOOKS

You also need to start receiving the SmartBrief from the Council for Exceptional Children (CEC). The CEC SmartBrief brings you daily special education news. Go to http://www.smartbrief.com/cec/ and register. Registration is free.
Course Goal & Objectives

The overall goal of this course is to give teacher candidates the knowledge and skills to effectively integrate media and technology into the classroom in order to enhance learning and teaching. The course will be guided by the following learning outcomes.

Student (SLO), Institutional (ILO), Division (DLO), & Concentration (CLO) Outcomes

FOUNDATIONS

SLO: Teacher candidates will gain a working knowledge of the historical, legal, social, political and economic foundations of special education.

SLO: Teacher candidates will explore the rationale for and the structure of models of mainstreaming and inclusion.

SLO: Teacher candidates will recognize strategies for building partnerships through collaboration in order to meet the needs of individual students.

SLO: Students will recognize various procedures and services associated with working with individual students with special needs.

SLO: Teacher candidates will describe the needs of various high- and low-incidence disabilities.

HTSB Standard 1: Focuses on the child. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners
DLO/InTASC Standard 1: Learner Development.

Evidence: Reviewing and summarizing current research and news in special education, writing a review of a school's inclusiveness, create a PowerPoint detailing different kinds of disabilities, course readings and quizzes

MANAGEMENT

SLO: Teacher candidates will recognize how to change behavior.

SLO: Teacher candidates will recognize how to use peer influence.

SLO: Teacher candidates will recognize how to identify behavior problems

HTSB Standard 2: Creates & maintains a safe and positive learning environment

DLO/InTASC Standard 3: Learning Environments

Evidence: Perform a task analysis and describe the resulting change in behavior, complete a worksheet that details a classroom setting, course readings and quizzes

ASSESSMENT

SLO: Teacher candidates will recognize strategies for assessing student needs.

SLO: Teacher candidates will describe approaches to planning instruction by analyzing classroom and student needs.

HTSB Standard 8: Uses assessment strategies: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

INTASC Standard 6: Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Evidence: Assess the strengths and weaknesses of a case study student. Perform a task analysis and describe the resulting change in behavior, course readings and quizzes

COURSE REQUIREMENTS

Grading
The grading scale for this class is as follows:
12 quizzes - each worth 10 points, Total: 120 points
13 discussions - each worth 10 points, Total: 130 points
17 Assignments - some worth 20 points, some worth 10 points, Total: 300 points
Final Exam: 50 points

Total points in this course: 650

650-617 = A – 100-95%
616-520 = B – 95-80%
519-455 = C – 79-70%
454-422 = D – 69%-65%
421 or less = F

Note - your failure to complete any assignments in this course may result in your receiving an "Incomplete" in this course.

Technology
You will need access to a computer with Internet for this course. All of the course work will be online. Discussions, written assignments, and exams will be completed and/or submitted using Laulima. Failure to take an exam, or upload an assignment to Laulima may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

Taskstream
To aid in the assessment of our program and provide students with a venue for demonstrating attainment of standards and showcasing work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream (www.taskstream.com). TaskStream is a web-based, content manager that allows for assessment management using electronic portfolios. As part of the UHWO Teacher Preparation Program, students will upload assignments to their UHWO Direct Response Folio (DRF) in most education courses. DRF is the name given to the specific UHWO Electronic Portfolio.

While enrolled in the UHWO Teacher Preparation Program, students are required to maintain an active subscription to Taskstream. This means that students must purchase a Taskstream subscription that lasts for the length of time they are taking courses in the UHWO Teacher Preparation Program. Students should purchase a subscription that begins during their first education course (EDEF 200/201), and ends when they have completed their final education course (EDEE 490/490s). Subscription rates are as follows:

1 Semester - 5 Months ($25)
1 yr. account ($42)
2 yr. account ($69)
3 yr. account ($91)
4 yr. account ($105)
5 yr. account ($119)
6 yr. account ($129)
An active subscription to Taskstream is necessary because students are required to upload “signature assignments” into their UHWO DRF in all education courses. Signature assignments are specific assignments required in many education courses as part of the UHWO Teacher Preparation Program. These signature assignments reflect the student’s ability to meet specific Hawaii State Teaching Standards that have been aligned with each course’s content and expectations. Students are expected to demonstrate competency on each criteria, and may not be allowed to proceed in the program if they receive unacceptable ratings. Examples of signature assignments include lesson plans, unit plans, and essays. Signature assignments such as these are typically uploaded by the end of the students’ semester.

Failure to maintain an active subscription or upload a signature assignment to Taskstream may result in a failing course grade or an incomplete course grade. Repeated failures to maintain an active subscription or upload a signature assignment may result in a student receiving an alert letter regarding professional dispositions and/or the student being asked to leave the UHWO Teacher Preparation Program.

Students are encouraged to explore the various education-related resources available in Taskstream. In addition to the UHWO DRF, students can choose to create separate electronic portfolios that can be shared with potential employers. Students can also create standards-based lesson plans, evaluation rubrics, and entire instructional units. Training opportunities for creating such resources are frequently offered online through TaskStream. For more information about Taskstream, please visit www.taskstream.com.

There are documents in the Announcements section of the course website that describe the steps needed to: (1) register for a Taskstream account, (2) create a guest account in Taskstream, (3) enroll in the UHWO Teacher Preparation Program within Taskstream, and (4) upload documents to the UHWO DRF. Should you have questions about Taskstream or require further assistance, please call Taskstream at 1-800-311-5656, email Taskstream at help@taskstream.com, or email your course instructor. Answers to the more frequently asked questions can be found at the Help Index at www.taskstream.com.

Readings
You are responsible for all information contained in all reading assignments. The assignment schedule found in this syllabus indicates the chapters and dates on which they are due. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to reading and writing instruction that we will be discussed online.

Online Discussion
Participation is essential to this course. Each person’s unique responses and insights help our class to reflect and grow in new ways. While participation styles will vary, online discussions are essential to the learning process. Active participation will require reading all assigned readings for group discussions as well as preparing for discussion by critically reflecting on your thoughts and connections about your reading. Reading, writing, and sharing with the whole class helps create and sustain our community of learners. All online discussion postings are due on the date listed on this website. Late postings will not be accepted.

Assignments
Each week, you will have several assignments due. All assignments will be submitted via
Laulima. Assignments are meant for you to connect theory with practice. All assignments are due on the date listed on the Laulima course website. Late assignments will not be accepted. The assignments as part of this course include, but are not limited to the following.

- Describes your experience with students with special needs
- Write a review of a school's inclusiveness.
- Complete a worksheet that describes roles of special education team members.
- Reviewing current research and news in special education
- Identify resources that a teacher could access to find information that would support special education services in the classroom
- Complete a worksheet that details a classroom setting
- Complete a worksheet that details instructional demands for children with special needs
- Summarize current events related to special education
- Identify methods of assessment used with students with special needs
- Identify instructional methods used with students with special needs.
- Describe low and high incidence disabilities
- Identify issues related to ADHD
- Describe examples of differentiated instruction, modifications and accommodations
- Create a PowerPoint detailing different kinds of high and low-incidence disabilities.
- Write reflections of visits to a SPED classroom
- Complete a worksheet that details a instructional accommodations
- Perform a task analysis to change behavior
- Final Exam: Completing a simulation based on meeting the needs of a child with special needs

**Quizzes**
Quizzes will be administered online each week. Quizzes designed to assess your knowledge of concepts crucial to the understanding of course content. Note that there is a time limit.
PRAXIS I

The Praxis I test must be taken prior to enrolling in any 400-level courses at part of the UHWO Teacher Education Program. This test measures academic skills in reading, writing and mathematics and was designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

For Elementary Education, Middle Level, and Secondary Education teacher candidates:

Beginning teachers in all content areas must pass all three Core tests.

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Areas</td>
<td>Core Academic Skills for Educators: Reading and</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>Core Academic Skills for Educators: Writing</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>Core Academic Skills for Educators: Mathematics</td>
<td>5732</td>
<td>150</td>
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<td></td>
<td>(On-screen four-function calculator provided)</td>
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If you wish to take all three computer-delivered Core exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

Table source: ets.org
Preparation materials are available at the No’eau Center and online at ets.org.

As of November 2014, the Core fees are as follows:
- One test (i.e., Reading, Writing, or Mathematics): $85 each
- Combined test (Reading, Writing, and Mathematics): $135
- Two Core tests registered at the same time: $125

For more information about the Praxis I (i.e., test dates, test locations), visit: https://www.ets.org/praxis

FAQ: When should I take Praxis I? ETEC 297 candidates should take the exam immediately. The sooner you take the test, the better.

Course Calendar

Module 0: Introductions - due 1/19
Overview: The purpose of this module is for you to introduce yourself to the group and learn about the experiences your peers have had with special needs students.

Objectives:

1. Explore your own experiences with special needs students
2. Learn about the experiences of your peers
3. Demonstrate an understanding of course requirements

Readings: None

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Create a video where you introduce yourself to your classmates. Upload the video to Laulima in the discussion section. To receive full credit, I must be able to view your video file. If I cannot access the file, you will not receive credit.

As part of your introduction, address the following:

1. What experience do you have working in schools?
2. What experience do you have working with students with special needs? If you have no experience with students with special needs, describe any knowledge you have of students with special needs.
3. What are your career plans?
4. What are your personal interests?

Assignment: None

Evaluation: None
Module 1: The foundations for educating children with special needs – due 1/19

Overview: Chapter 1 introduces students to selected information fundamental to developing an understanding of the field of special education and persons with disabilities or special needs. Students begin thinking about their own roles in meeting the academic and social/emotional needs of students with disabilities and other special needs.

Information in the chapter includes the basic vocabulary associated with special education; the development of special education through legislation and litigation, including the requirements of IDEA and NCLB, and the discussion about the continued development of inclusive practices. The chapter also includes a brief survey of the federal disability categories and descriptions of other students with special needs, primarily to introduce the vocabulary and concepts used repeatedly throughout the text.

Objectives:

1. Explain key terms and concepts that describe special education.
2. Trace the historical events that have shaped contemporary special education services.
3. Outline the laws that govern current practices for educating students with disabilities.
4. Analyze your beliefs related to inclusive practices, taking into account contemporary knowledge and expectations about effective instruction and educational access, as well as parent perspectives.
5. Describe the categories of disabilities addressed in federal law, and identify other special needs your students may have.

Readings:

• Including Students with Special Needs - Chapter 1
• CEC SmartBriefs

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Search the Internet, contact the DOE and several local elementary schools to answer the question below:

1. Name at least two different kinds of inclusion models?
2. What kinds of inclusion models are used in schools in Hawaii?
3. What are some advantages and disadvantages of each kind of model?

Assignment 1: Check a school’s inclusiveness. Contact and visit (visit required) a local elementary school to determine the extent to which inclusive practices are used. Below are key questions to ask. Submit a 1 to 2-page, single spaced essay that summarizes your results. Include the name and contact information (email and phone) of the person with whom you met.
1. What is the name of the school you contacted? Who is the person (people) that you spoke with?
2. Does this school have a mission statement expressing the beliefs that the professionals and other staff members strive to meet the needs of all students? Is this mission statement displayed, discussed, and used to guide instructional practices?
3. Is it clear to all staff members that inclusion exists as a school-wide belief system?
4. Have staff members received adequate professional development on pertinent topics (for example, collaboration, response to behavior, curricular adaptations)?
5. Have teachers had opportunities to discuss issues and concerns about inclusive practices and have steps been taken to address these issues and concerns?
6. Have expectations been clarified for students with disabilities who are integrated into classrooms? Expectations include those related to instruction, discipline, and student evaluation and grading.

Assignment 2: While each inclusive classroom will have its own characteristics, there are some elements common to all inclusive classrooms. Upon completing the activity, you should be able to:

- Describe some common characteristics of inclusive classrooms.
- Understand why attitude or unified class values are important in an inclusive classroom.

Watch the video below. Answer the questions. http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/inclusion/Defining_aSuccessful_Inclusive_Classroom_iPad.mp4

1. What are some common characteristics of inclusive classrooms?
2. What are some class values that support successful inclusion?

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 2: Special education procedures and services – due 1/26

Overview: This chapter provides readers with an understanding of the range of professionals, including themselves, who are involved in working with students with disabilities. It also helps readers learn about their role in considering whether a student is eligible for special education assistance, carrying out students’ educational programs and monitoring student learning. The chapter outlines the procedures for determining eligibility requirements of IEPs, and services students with disabilities may receive. The chapter also introduces readers to the crucial role a parent plays in special education procedures and the processes that exist to resolve disagreements between parents/students and school professionals about special services, if they arise.

Objectives:

1. Explain the roles and responsibilities of the individuals who may participate in educating students with disabilities.
2. Describe the process through which a student may become eligible to receive special education services.
3. Name the components of individualized education programs (IEPs) and provide examples of them.
4. Describe the types of services that students with disabilities may receive and the settings in which they may receive them.
5. Discuss how parents participate in special education decision-making and what occurs when parents and school district representatives disagree.
6. Outline the role of general education teachers in the procedures and services of special education, reflecting their critical contributions to positive outcomes for students with disabilities.

Readings:

• Including Students with Special Needs - Chapter 2
• CEC SmartBriefs

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Identify two web sites that a teacher could access to find information that would support special education services in the classroom. Choose wisely, as some sites offer misleading information or, frankly, misinformation.

• Describe the web sites you selected.
• Which web site would you recommend to another staff member?
• What new information did you learn?
• Is there a web site that you could recommend to a parent?
Assignment 1: Complete Handout 1 on Special Education Team members. The handout is attached in the Assignments section.

Assignment 2: In this video, a school principal describes the responsibility teachers have for teaching the wide range of learners in classrooms today. He delineates the instructional and personal expectations for teachers in relationship to their students’ learning. After completing this activity, you should be able to:

- Identify some instructional expectations for teachers in diverse inclusive classrooms.
- Describe the expectations students should have for their teachers in diverse inclusive classrooms.

Watch the video below. Answer the questions.

http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/rosenberg/Ms_Biddle_Responsibility.for.Learning_iPad.mp4

1. What instructional expectations are there for teachers in inclusive classrooms?

2. What characteristics does the principal in the video say students should be able to expect of their teachers in an inclusive classroom?

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 3: Building Partnerships through Collaboration – due 2/2

Overview: Chapter 3 introduces your students to their active role in the education of students with disabilities and other special needs, and the collaborative relationships they can form with special education teachers, related services personnel, other colleagues, and parents. The chapter further stresses that the quality of the working relationships among professionals and between professionals and parents can in large part determine the effectiveness of students’ instructional programs. The chapter explores teaming, consultation, co-teaching, and working with parents and paraprofessionals.

Objectives:

1. Explain what the term collaboration means and describe how collaboration is part of providing services to students with disabilities.
2. Clarify how an emphasis on collaboration is schools shapes the roles and responsibilities that you have as a general education teacher.
3. Describe services for students with disabilities and other special needs in which collaboration is integral, including shared problem solving, co-teaching, teaming, and consulting.
4. Identify ways in which you can work effectively with parents to successfully educate students with special needs.
5. Outline your responsibilities in working with paraprofessionals, and describe ways in which you can enhance collaboration with them.

Readings:

• Including Students with Special Needs - Chapter 3
• CEC SmartBriefs

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Many students mistakenly believe that collaboration and inclusion are essentially synonymous terms. It is important to understand that the information presented in this chapter applies to many of the collegial interactions you will have as teachers, not just for inclusion. In other words, while collaboration is usually tremendously helpful in creating an inclusive school, it is a much broader concept that fits many professional activities. To help you work through this conceptual challenge, you are to identify two activities in which you are currently engage that are highly collaborative (examples include UHWO student groups, church groups, athletic teams, social groups, family activities). Then evaluate these activities based on the characteristics of collaboration presented in the chapter.
Assignment 1: You should be receiving daily emails from CEC. Review these emails and select one article that you found particularly interesting. Summarize the articles and tie your summary to your learning from Chapter 2 or 3. Your summary should be 1-page in length.

Assignment 2: Collaboration is an important concept for teachers to understand in an inclusive educational environment. After viewing the video, think about how teacher collaboration can improve your experience and proficiency as a professional, as well as the impact it can have on the professional experience of all members of the collaborative team.

- Describe some of the benefits and challenges involved in teacher collaboration.
- Explain some benefits of regularly scheduled co-planning.

Watch the video below. Answer the question.

http://mediaplayer.pearsoncmg.com/blue-top_640x360_ccv2/ab/streamingmyeducationlab/rosenberg/Ms_Adimoolah_Collaboration_Coteaching_iPad.mp4

1. What are some of the benefits and challenges of teacher collaboration?

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 4: Assessing Student Needs – due 2/9

Overview: Chapter 4 identifies the valuable role classroom teachers play in assessing students with special needs and provides your students with time-efficient strategies for doing so. First, six important special education decisions that general education teachers can help make are described: screening, diagnosis, program placement, curriculum placement, instructional evaluation, and program evaluation. Next, curriculum-based assessment strategies that can be used by both elementary and secondary level teachers to assist in making these decisions are introduced. These assessments include probes of basic academic skills, as well as content-area measures of course prerequisite skills, independent learning skills, and student self-evaluations. Responsiveness-to-Intervention is discussed within the context of assessment processes, as well.

Objectives:

1. Explain how general education teachers can contribute significantly to the assessment process.
2. Describe the uses of high-stakes, standardized achievement, and psychological tests in making educational decisions for students with special needs.
3. Describe how alternative assessments for students with significant cognitive disabilities can be developed and scored.
4. Define curriculum-based assessment and explain how it can help general education teachers.
5. Construct and use probes of basic academic skills, prerequisite skills and knowledge in content-areas, and independent learning skills.
6. Use curriculum-based assessments to make special education decisions.

Readings:

- Including Students with Special Needs - Chapter 4
- CEC SmartBriefs

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Volunteer in a special education classroom of your choice for 30-40 minutes. Describe your experience. Include the name and contact information (email and phone) of the teacher whose classroom you observed.

Assignment 1: In this exercise you will examine and evaluate two pieces of student work: a kindergartner’s written numbers, a fourth grader’s science lab report. You will submit answers to questions 1 through 10.

As you proceed through the exercise, keep in mind that classroom assessments can serve several useful purposes, as follows:

- **Guide Instructional Decision Making.** By discovering what students have and have not learned, teachers can make more informed decisions about where to begin
instruction, what misconceptions to address, and whether students need additional practice on a particular skill. Teachers can then develop or modify their lesson in
accordance with students’ current knowledge, abilities, and needs. When assessment results are used to provide guidance for future learning and instruction, *formative evaluation* occurs.

- **Help in the Diagnosis of Learning and Performance Problems.** Teachers’ classroom assessments can provide considerable diagnostic information, especially when they suggest where students are going wrong and why. In this context, assessment results are primarily used for formative evaluation.

- **Determine What Students Have Ultimately Achieved at the End of Instruction.** Classroom assessments, especially those that are systematically designed and administered, are essential for summative evaluation—that is, for determining whether students have ultimately achieved instructional goals or met predetermined content area standards, perhaps for purposes of assigning final grades or making decisions about promotion or graduation.

- **Provide a Means by Which to Evaluate the Quality of Instruction.** When most students perform poorly after an instructional unit, teachers should reflect not only on what students might have done differently but also on what they themselves might have done differently. Once again, formative evaluation occurs.

- **Promote Student Learning:** Teachers’ classroom assessments can promote learning by:
  - Encouraging review
  - Increasing motivation to study and learn
  - Encouraging effective cognitive processes (especially if assessment tasks focus on meaningful learning and higher-level thinking skills)
  - Serving as new learning experiences in and of themselves
  - Giving students feedback about what they have and have not mastered
  - Promoting the development of self-regulation skills (provided that students take an active role in the assessment process)

**Practice 1**

A kindergarten teacher has spent the first two months of the school year working with his students on basic skills—counting, recognizing and writing letters and numbers, identifying simple geometric shapes, and so on. At the end of October, he gives his students several tasks that allow him to assess their progress. One assessment task is to write the numbers 1 through 20 inside a set of 20 boxes. Shown here are the numbers that 5-year-old Toby produces.

See the attached work sample - Artifact1

1. Any assessment activity can potentially provide information about several aspects of students’ learning and achievement. What information does this student’s written work provide?

2. Is the assessment task a good measure of the teacher’s objective for the lesson/unit?

3. Can you determine what the student understands and what might be an area of weakness by analyzing the errors in this assessment? Can you also conclude why the student might err in this way?
4. How might you use Toby’s writing sample for the purpose of promoting self-regulation? What would you do next in this evaluation process?
5. If you were Toby’s teacher, would you want to use his writing sample for the purpose of *summative evaluation*? Why or why not?

**Practice 2**

A fourth-grade class is studying how vision occurs. The instructional objective for the vision unit is this: Students should explain how light travels from a light source (such as the sun or a light bulb), bounces off an object, and then enters the eye to make vision possible. The teacher illustrates the process with the picture linked to the right.

To help her students better understand how the eye works, she shows them the diagram linked at the left and explains that light enters through the lens and hits the retina at the back of the eye. She also explains that the retina contains many light-sensitive cells that transmit information to the brain, which interprets and makes visual "sense" of the information.

The following day, the teacher conducts a dissection activity to help her students gain further understanding of the eye. She has recruited the assistance of several parent volunteers, who work with groups of two or three students to dissect cows’ eyes, which are very similar anatomically to human eyes. At the beginning of the activity, she distributes dissection instruments to each group and explains how to use them safely. She then distributes a handout that (a) provides a diagram of a cow’s eye (see attached Artifacts 3 & 4) and (b) lists the steps that each group should follow during its dissection.

Following the activity, the teacher asks her students to write a lab report, specifically telling them, "Describe what you did and observed during the lab." The report of one boy, Jeff, can be found in the attached Artifact2

6. Any assessment activity can potentially provide information about several aspects of students’ learning and achievement. What information does this student’s written work provide?

7. Is the assessment task a good measure of the teacher’s objective for the lesson/unit?

8. Can you determine what the student understands and what might be an area of weakness by analyzing the errors in this assessment? Can you also conclude why the student might err in this way?

9. If you were Jeff’s teacher and wanted to use his lab report to help him acquire *self-regulation skills*, what might you do next?

10. If you were Jeff’s teacher, would you want to use his lab report for the purpose of *summative evaluation*? Why or why not?

**Assignment 2**: The purpose of this assignment is to provide you with an activity during which you have opportunities to apply techniques learned in class, consider appropriate accommodations for a student with special needs, and use the INCLUDE Strategy.
Note that this activity is a simulation. Please understand what is meant by “simulation”. You are placing a fictitious student in a real classroom. You are then using learning from the course to assess the student and make recommendations. As part of the first step in
this activity, review the INCLUDE Model Activity in the Announcements section. Then, find a classroom setting where you will be able to complete this assignment. Email your professor with the name of the school, teacher’s name, and grade level. In your email, also let me know if you have questions about this assignment. Know that you will need to visit this classroom in order to complete future assignments.

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 5: Planning Instruction by Analyzing Classroom and Student Needs – due 2/16

Overview: Chapter 5 sets the stage for the critical topic of how to make classroom accommodations for students with special needs. Students are first introduced to a specific strategy for making classroom accommodations called INCLUDE. This strategy is incorporated into all of the chapters that follow, but is particularly relevant for Chapters 9-13, which describe in detail an entire range of instructional strategies and adaptations. The chapter also gives students a structure for analyzing their classrooms in order to carry out the INCLUDE strategy of identifying classroom demands that students with special needs may or may not be able to meet and then making accommodations for these students when necessary. However, an equally important idea in this chapter is that teachers who structure their classes effectively can accommodate a range of student diversity, often without the need for individualized accommodations. The key elements of effective classroom structure stressed in inclusive classrooms include classroom organization, classroom grouping, instructional materials, and instructional methods. Students are also introduced to the concepts of differentiated instruction and universal design.

Objectives:

1. Explain what it means to make reasonable adaptations for students with special needs.
2. Describe the steps of the INCLUDE decision-making process for accommodating students with special needs in your classroom.
3. Identify and describe the key elements of an instructional environment.
4. Describe the major components of classroom organization and explain how they can be adapted for students with special needs.
5. Explain various ways that students can be grouped for instruction in an inclusive classroom.
6. Explain how the use of effective classroom materials and instructional methods can benefit students with special needs.

Readings:

- Including Students with Special Needs - Chapter 5
- CEC SmartBriefs

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module. Include the name and contact information (email and phone) of the teacher.

Volunteer again in a special education classroom of your choice for 30-40 minutes. Then, answer the questions below.
What methods of instruction did you see implemented in a classroom setting that were used to help the learning needs of students in a classroom?

Name one instructional method that was successful and one instructional method that was not successful?

Why do you think some methods of instruction are successful for some learners/classrooms and not for others?

Assignment: This is a continuation of the assignment started in Module 4. Again, the purpose of this assignment is to provide you with an activity during which you have opportunities to apply techniques, consider appropriate accommodations for a student with special needs, and use the INCLUDE Strategy in a simulation.

Describe the classroom you have been visiting as part of this course by completing Worksheet #1. After completing Worksheet #1, select a case study student. Case study students can be found in Handout #2. Simply identify which case study student you have selected.

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 6: Students with Low-Incidence Disabilities – due 2/23

Overview: Chapter 6 is the first of three chapters that address the specific disabilities and other special needs that students in schools may have. It is intended to provide information about federal categories of disability and to stress adaptations that are unique to students with these needs (for example, the use of braille for students with vision impairments). It outlines the characteristics and needs of students with low-incidence disabilities, including students with moderate or severe intellectual impairments, multiple disabilities, hearing impairments, visual impairments, deaf-blindness, autism spectrum disorders, medical and health disabilities, physical disabilities and traumatic brain injury. As in other chapters, the INCLUDE strategy is integrated to help students keep thinking about how to best meet the needs of the students in their classrooms. Examples of assistive technology are presented in this chapter, as well.

Objectives:

• Describe what it means to say that a student has a low-incidence disability, and apply the INCLUDE strategy to effectively instruct these students in your classroom.
• Describe the characteristics of students with moderate, severe, and multiple disabilities, including mental retardation, and deaf-blindness, and the accommodations general educators can make for them.
• Explain the characteristics of students with sensory impairments (that is, vision or hearing loss) and the accommodations general educators can make for them.
• Describe the characteristics of students with physical, medical, and health impairments and the accommodations general educators can make for them.
• Outline the characteristics of students with autism spectrum disorder and the accommodations general educators can make for them.
• Critically analyze your own beliefs about and skills for implementing inclusive practices for students with low-incidence disabilities.

Readings:

• Including Students with Special Needs - Chapter 6
• CEC SmartBriefs

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

As you have read the CEC SmartBriefs in the last few weeks, summarize two articles that discussed low-incidence disabilities. After you have summarized these articles, identify at least two common themes in your summary. How do these themes related to how you will work with students with special needs? What are the benefits and challenges of teaching a class group that includes a student with low-incidence disabilities?
Assignment: Create a PowerPoint presentation about different kinds of low-incidence disabilities.

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 7: Students with High-Incidence Disabilities – due 3/2

Overview: Chapter 7 is the second of three chapters that address the specific disabilities and other special needs that students in schools may have. It outlines the characteristics and needs of students with high-incidence disabilities, including learning disabilities, mild intellectual disabilities, emotional disturbance, and communication disorders. First, the characteristics of students with communication disorders are presented, along with suggestions for differentiating instruction for these students in general education classrooms. Next, the learning and social emotional needs of students with learning and behavior disabilities are introduced and addressed through the application of the INCLUDE strategy.

Objectives:

• Explain what is meant by high-incidence disabilities, and describe their prevalence and the key elements of the federal definitions for each of the high-incidence categories.
• Describe the characteristics and needs of students with communication disorders and explain how you can make classroom adaptations for them using the INCLUDE strategy.
• Describe the characteristics and needs of students with learning and behavioral disabilities and the adaptations you can make for them using the INCLUDE strategy.

Readings:

• Including Students with Special Needs - Chapter 7
• Read today's CEC SmartBrief

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

As you have read the CEC SmartBriefs in the last few weeks, summarize two articles that discussed high-incidence disabilities. After you have summarized these articles, identify at least two common themes in your summary. How do these themes related to how you will work with students with special needs? What are the benefits and challenges of teaching a class group that includes a student with low-incidence disabilities?

Assignment: This is a continuation of the assignment started in Module 4. Again, the purpose of this assignment is to provide you with an activity during which you have opportunities to apply techniques, consider appropriate accommodations for a student with special needs, and use the INCLUDE Strategy in a simulation. Complete Worksheet #2 as it relates to your case study student. As you complete this worksheet, review information for your textbook for information pertaining to specific disabilities, such as characteristic learning patterns, behaviors, and physical manifestations. Remember,
individuals with a specific disability may not display all characteristics or behaviors of the given disability.

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Overview: Chapter 8 is the final chapter that addresses the characteristics and specialized instructional needs of students with special needs. This chapter is somewhat different from Chapters 6 and 7 in that it describes students who may or may not be eligible for services through IDEA. The groups of students discussed in this chapter include students with attention deficit hyperactivity disorder, those who are gifted and talented, students from culturally diverse backgrounds, students who are English language learners, and students who are at-risk, including those who live in poverty, those who have been abused, and those who live with substance abuse. Chapter 8 also discusses the protections provided by Section 504 of the Rehabilitation Act of 1973. The rationale for including these students in the text is to highlight for teachers how many of the instructional strategies for students who are eligible to receive services under IDEA are also very appropriate and effective for students in these groups. Further, the information is intended to extend students’ understanding of the range of diverse student needs they are likely to find in their own classrooms.

Objectives:

1. Describe students protected through Section 504 and the accommodations general education teachers can make for them.
2. Explain accommodations general education teachers can make to address the special needs of students with attention deficit-hyperactivity disorder (ADHD).
3. Outline the adaptations that students who are gifted and talented may need in general education classrooms.
4. Explain how cultural diversity influences education, critically analyzing your own response to students from cultures other than your own and your skills for addressing their needs.
5. Describe how general education teachers can accommodate students at risk for school failure, including students affected by poverty, abuse or neglect, substance abuse, and other factors.

Readings:

• Including Students with Special Needs - Chapter 8
• Read today's CEC SmartBrief

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Identify one of the many issues related to ADHD. Issues might include the existence of ADHD, prevalence rates, the use of medication to treat children who have ADHD, non-medication treatment options, and other issues you may identify. Describe the issue in
depth. Identify differing points of view about your select issue. Support your position with references from 2-3 credible websites.

Assignment: Complete Worksheet #3 as part of the Include Activity. As you begin the work on Worksheet #3, refer back to Worksheet #1. In Step 3 as part of this worksheet, you will consider the match between instructional demands you’ve described in Worksheet #1 and the case study child’s abilities. Be sure to note where the case study child would be successful without additional support. In Step 4 as part of this worksheet, consider the match between the instructional demands from the classroom in which you gathered information, and the case study child's needs. Be sure to note where the case study child would need accommodations in order to be successful in your selected classroom. At this point you should note that "needs" are the areas where the case study child might have difficulty learning or completing learning tasks. Do not misinterpret "needs" to mean that now is the time to list possible strategies or interventions for case study child. You will note strategies and interventions in Worksheets #4.

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 9: Differentiating Instruction – due 3/16

Overview: The purpose of Chapter 9 is to provide students with strategies for differentiating curriculum materials, teacher instruction, and student practice activities to increase the likelihood of success for students with special needs. The first section of the chapter covers planning accommodations for instruction in basic skills areas. While this material has more direct application to elementary school teachers, the material is relevant for secondary math and English teachers as well. The emphasis is on critical elements of basic skill instruction that can lead to problems for students with special needs such as pre-skills, selection, and sequencing of examples, rate of introduction of new skills, direct instruction and practice, and review. The next section deals primarily with content-area instruction. It emphasizes strategies for activating student background knowledge and organizing content for maximum clarity and understanding, and teaching new terms and concepts. The final section of the chapter stresses ways teachers can improve the clarity of their written and oral communication, as well as strategies for differentiating student independent practice activities such as seatwork and homework.

Objectives:

1. Describe accommodations you can make for students who do not have the pre-skills necessary to learn new skills.
2. Select and sequence instructional examples to help students access basic skills instruction.
3. Accommodate individual learners by providing the direct instruction, practice, and review needed to help them acquire basic skills.
4. Describe accommodations you can make when activating background knowledge, organizing content, and teaching terms and concepts.
5. Make lessons accessible for students with special needs by improving the clarity of your written and oral communication.
6. Describe strategies for involving parents in teaching their children.
7. Adapt independent practice activities for students.
8. Describe how you can make modifications in your classroom materials and activities for students with moderate to severe disabilities.

Readings:

* Including Students with Special Needs - Chapter 9
* Read today's CEC SmartBrief

Discussion: Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.
Review the modifications and accommodations provided in the text. You are also welcome to search the Internet for modifications and accommodations. Describe which modifications and accommodations you have seen in a classroom setting. What problems do you think you would encounter when implementing the modifications and accommodations?

Assignment: Volunteer in a special education classroom of your choice for 30-40 minutes. Interview the teacher to answer the questions below in a 1-page, single spaced essay.

- What is differentiated instruction?
- What examples of differentiated instruction did you see?
- What accommodations and modifications were made for special needs students in this classroom?
- Why these accommodations and modifications are being made?

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 10: Strategies for independent learning – due 3/23

Overview: Successful students are able to learn independently. Unfortunately, many students, including those with special needs, lack independent learning skills. The emphasis in this chapter is on ways to teach strategies for independent learning right in the general education classroom so that all students can benefit. In many cases these skills can be taught while teachers are covering required content. In fact, teachers can cover more content by teaching their students learning strategies because their students are able to learn more on their own. Specific strategies for gaining information, storing/retrieving information, expressing information, managing time and self-advocating are stressed.

Objectives:

1. State ways that teachers can encourage student self-awareness and self advocacy.
2. Describe ways that independent learning strategies can be developed and taught.
3. List and describe successful learning strategies in the areas of reading and reading comprehension, listening and note taking, written expression, math problem solving, and time and resource management.
4. Describe ways that students can learn to use learning strategies independently.

Readings:

• Including Students with Special Needs - Chapter 10
• Read CEC SmartBriefs

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Describe ways that you have seen independent learning strategies developed and taught. Now analyze one of these independent learning strategies according to a theorist you learned about in Educational Psychology (e.g. Vygotsky, Skinner, Bandura, Dewey, Gardner)? Would your selected approach be good for fostering independent learning strategies? Why or why not?

Assignment: Complete Worksheet #4 as part of the Include Activity. Here, you want to assemble as many appropriate accommodations as possible for your case study child. Further, you may want to refer to the many special features on technology and effective teaching practices, etc. in the text for suggested accommodations. Now you are ready to brainstorm all your ideas for your student. When you finish Step #5, you will select the strategies and accommodations for Step #6.
Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 11: Evaluating Student Learning – due 4/6

Overview: Of all the areas where accommodations are made for students with special needs, the area of evaluation is perhaps the most challenging for many teachers. With respect to more traditional forms of evaluation such as testing and grading, concerns include ensuring that results reflect the students’ knowledge and skills, not their disability. Designing testing accommodations without compromising standards is also addressed in this chapter. The use of portfolios and performance-based assessments is examined. Throughout the chapter, students are introduced to guidelines for adapting traditional testing and grading practices, as well as performance-based assessments and portfolios.

Objectives:

1. Identify and describe accommodations that can be made before, during, and after testing students with special needs.
2. Describe ways to grade students with special needs.
3. Explain how performance-based and portfolio assessments can be used for students with disabilities.

Readings:

• Including Students with Special Needs – Chapter 11

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

Describe several ways to assess students with learning disabilities. Now analyze one of these assessment strategies according to a theorist you learned about in Educational Psychology (e.g. Vygotsky, Skinner, Bandura, Dewey, Gardner)? Would your selected approach be good for thinking about assessing students with learning disabilities? Why or why not?

Assignment: Complete Worksheet #5 as part of the Include Activity. As part of this worksheet, you will select methods to assess the effectiveness of the selected accommodations from Step 6 in Worksheet #4.

Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 12: Responding to Student Behavior – due 4/13

Overview: This chapter extends the options for maximizing student learning through the topic of discipline and behavior. Specifically, this chapter is designed to help teachers understand the importance of promoting positive classroom behavior using positive interventions and supports for groups and individuals. It also introduces several key concepts of behavior management, including positive strategies for increasing appropriate student behaviors and decreasing negative behaviors. For students with extraordinary behavior needs, the chapter presents the functional behavior assessment (FBA), a systematic problem solving process of observing behaviors, identifying patterns in them, and designing, implementing and evaluating an intervention plan.

Objectives:

• Explain what positive behavioral interventions and supports are.
• Articulate your own beliefs regarding your responsibilities for addressing student behavior in positive ways and describe how your beliefs may influence student actions.
• Outline strategies for promoting positive behavior and preventing misbehavior with groups of students, including students with special needs.
• Explain simple techniques for responding to minor, individual student misbehaviors.
• Describe the purpose of a functional behavior assessment and its steps for deciding how to respond to chronic, inappropriate individual student behavior.
• Outline systematic approaches for increasing individual students’ positive behaviors and decreasing their negative behaviors.
• Identify how to help students manage their own behavior.

Readings:

• Including Students with Special Needs – Chapter 12

Discussion: Your response to the question below should be one-page in length and posted in the discussion section of this module. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in this module.

You have now had the opportunity to visit and observe in classrooms. Identify the positive reinforcement strategies, surface management strategies, rules, procedures and other classroom management techniques you have seen used in the classroom. You may find Table 12.1 useful for organizing their observations and discussion. Be sure to also note student responses to the strategies, as well.

Assignment: Identify a behavioral goal that you would like to personally achieve. Then, collect baseline data about your target behavior, and develop a self-monitoring system and self- reinforcement plan. Implement your individual plan for a period of time and assess your progress. Describe your project. Reflect on your success, challenges, and process.
Evaluation: You will have quiz at the conclusion of this module. You will have a 30-minute time limit to complete the quiz. This quiz is based on the objectives at the beginning of this module. If you read your text with the objectives in mind and highlight key ideas, you will easily be able to refer to your text during each quiz and complete it long before the 30-minute limit. The quiz is being used to get a sense of how you are connecting the text to your daily practices.
Module 13 – 4/20

Watch the video clips at these websites (sorry the audio in the first video clip doesn't quite match, but it is worth watching anyhow)
http://www.youtube.com/watch?v=PA551Zf89L1

And Carly and her father have created this video as well
http://www.youtube.com/watch?v=KmDGvquzn2k&feature=related

Another amazing video of a man with autism
http://www.youtube.com/watch?v=x3IMP0fwICM

and from another child's point of view
http://www.youtube.com/watch?v=vbgo8AZKZcc

and from Brandon himself
http://www.youtube.com/watch?v=OvxOfVIvzk&feature=related

After viewing these video clips, reflect on how technology may be used as a tool to "unlock" students' abilities. (It doesn't have to just be on autism, in can be used for any student with special needs.)

To begin, first research how technology is being used in classrooms today to differentiate instruction.

Your assignment is to create a short presentation for other pre-service teachers to help them understand how technology can be used to "unlock" abilities of students with special needs. The technology may be used for communication, behavior needs, learning, creation of products, assessments etc. Create your presentation using technology to present your findings. You may use PowerPoint, Keynotes, Animoto, Prezi, or other formats to present your information in an engaging way (just don't write a paper). If your presentation can only be reached online, create a Word document with the title of your presentation, a short description, and the link to your project online.

Animoto  http://animoto.com/ - you must sign up to create a video- you do not need to purchase their advanced features.

Prezi  http://prezi.com/login/?next=/your/  (if you use this one, you only need to sign up for the free account)
Module 14: Final Exam – due 4/27

The final exam as part of this course is introduced in Module 4. Throughout the rest of the course, you are completing worksheets as part of this assignment. At the end of the semester, you will take all the information from the worksheets and write an essay.

The purposes of this exercise is to provide you with a model scaffolded activity during which you have opportunities to apply techniques, consider appropriate accommodations for a student with special needs, and use the INCLUDE Strategy in a simulation. It is important to recognize that this activity is a simulation. In a simulation, you are placing a fictitious student in a real classroom.

In past semesters, some students have had some difficulty understanding this assignment. Students also lose points because their answers to the questions on the worksheets are brief and fail to reflect learning from the text. This can be a problem since the assignment is worth a substantial amount of points.

To begin, review all worksheets and handouts completed during this course as part of the INCLUDE Model Activity. After doing so, summarize the information from these handouts and worksheets in essay form. Uploaded your essay to Laulima AND Taskstream. Uploading your essay to Taskstream is required. There are no exceptions.

This paper should be 5 to 6-pages in length. See assignment rubric for grading guidelines.