

Teaching Strategies for the Inclusive Classroom

An Introduction to Special Education

The course will be a face to face course for elementary teachers working in the general education classroom.

Today's general education classrooms are greatly changed from those of the past. Here, teachers are responsible for ensuring that a drastically diverse group of students learn an increasing list of standards. General educators need guidance with all of the changes to class size, funding, state standards, and student needs. There is a need for more information about how to meet the changing needs of elementary students in the classroom.

Teaching Strategies for the Inclusive Classroom provides participants with the information they need to create a classroom that will meet the needs of diverse learners. Throughout the course, participants will gain an understanding of the characteristics and learning needs of students with a variety of different disabilities, impairments, or learning differences including ADD/ADHD, autism, learning disabilities, and others. Participants will also gain knowledge of the different means by which to meet those needs.

Participants will meet in the classroom for readings, discussions, and collaborative applications that will help participants develop their ability to understand and meet the needs of their elementary students.

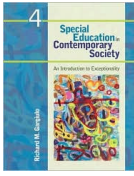
Objectives

- Students will gain an understanding of the characteristics and specific learning needs of students with attention deficit/hyperactivity disorder (ADHD).
- Students will gain an understanding of the characteristics and specific learning needs of students with learning disabilities (LD).
- Students will gain an understanding of the characteristics and specific learning needs of students with cognitive, visual and hearing impairments (CI, VI and HI).
- Students will gain an understanding of the characteristics and specific learning needs of students on the autism spectrum and emotional impairments (EI).
- Students will gain an understanding of the assistive technology (AT) and its place in the inclusive classroom.
- Students will gain an understanding of UDL and apply it to lesson and unit plans within their current classrooms.
- Students will create a unit plan that provides for a variety of different learners.
- Students will develop a classroom philosophy of inclusion and describe how the philosophy will be supported and maintained.
- Students will develop an understanding of co-teaching and the benefits and risks of using it in an inclusive classroom.
- Students will create a collection of resources to assist them in planning for and supporting students with a variety of different learning needs

Topics/Schedule

- Week 1 Introduction of Course, Surveys to determine what specific disabilities on which the class will focus.
- Week 2 Special Education Law – what is required of general education teachers
- Week 3 ADD/ADHD – characteristics and learning needs
- Week 4 Autism – characteristics and learning needs
- Week 5 Math and Language learning disabilities – characteristics and learning needs
- Week 6 Visual, Hearing, or Other Health Impairments – characteristics and learning needs
- Week 7 Diversity Fair – learning and sharing about diverse students and resources to help teachers meet their needs
- Week 8 Assistive Technology and how to use it in the classroom
- Week 9 UDL and how to use it in the classroom
- Week 10 Planning a UDL for the classroom using assistive technology and strategies to meet the needs of the students in their classrooms
- Week 11 Co-Teaching Strategies and how they can be used in the classroom
- Week 12 Reflection of UDL lesson plans and ways to improve (incorporating collaboration with special education teachers)
- Week 13 Identifying and planning for unique student needs (Participants will observe a student in a classroom, predict unique needs, use resources including student records to develop appropriate teaching and learning strategies to use within the general education classroom)
- Week 14 Developing a classroom philosophy based upon current laws, policies, and practices that will help to support and maintain an inclusion in a general education classroom

Required Resources



M., R. (2010). *Special education in contemporary society: an introduction to exceptionality*. Sage Publications, Inc.

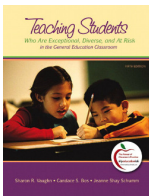
This text outlines the characteristics and challenges of disabilities and impairments, as well as, how to overcome the specific obstacles to learning in the classroom.



Pedrotty, D, Deutsch, D, & R., B. (2007). *Teaching students with special needs in inclusive classrooms*. Allyn & Bacon, Inc.

Companion website - http://wps.ablongman.com/ab_bryant_specneeds_1/

This text and companion website offers teachers different adaptations and methods of instruction to meet the needs of diverse students in the classroom. It offers case studies at the beginning of each chapter that highlight those strategies for teaching which have proved effective in overcoming various learning disabilities.



Vaughn, S, S., C, & Shay, J. (2010). *Teaching students who are exceptional, diverse, and at risk in the general education classroom*. Prentice Hall.

This text provides authentic examples of teaching and learning to demonstrate the concepts whose purpose is to drive classroom teaching strategies.

The Teacher's Guide (TTG) website

<http://www.theteachersguide.com/SpecialEducation.html>

This website offers a variety of online resources for many different impairments

Guide to online schools offers a list of resources for special education

<http://www.guidetoonlineschools.com/articles/tips-and-tools/new-teachers#se>

This website offers many resources for meeting the diverse needs of students

Education world website (special education community)

http://www.educationworld.com/special_ed/

Education world has a variety of resources, research articles, and networking opportunities for those involved in special education.

LD online website

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

This website offers a variety of information on different special education topics including characteristics and learning needs of students with specific disabilities.

Major Projects

Project 1 – Strategy Notebook

One of the major objectives of this course is for students to increase their knowledge of various teaching and learning strategies as well as assistive technology that can be used in the general education classroom for students with special needs. Therefore, one of the major projects is for participants to create a notebook of strategies for them to use as a resource in the classroom. For this course, this notebook will be an electronic document created in word or online as a wiki or other website. In the notebook, students will organize possible strategies and available assistive technology by specific disability. In this way, students will be able to refer to the notebook when a student with special needs enters the room and add to or change the notebook when new information becomes available.

Project 2 – Inclusive classroom philosophy

Another major theme of this course is that most students can be educated in the general education classroom with specific accommodations and modifications. Therefore, participants will use research from special education policies, organizations, and scholarly articles to develop an inclusive classroom philosophy. This philosophy will highlight the need for, benefits, and risks of an inclusive classroom as well as how the philosophy will support student learning for all of the diverse learners in the classroom.