

EDTE 532 Special Education Needs in the Classroom

Question....How do we create a safe, caring community in our classrooms and schools where ALL students can develop and learn?

Instructor: Barbara Hall

Office: Classroom 236

Office hours: before and after class or at a pre-arranged time

Email: biahall2014@gmail.com

Class Website: <http://edte532hall.weebly.com>

Introduction

According to the Vancouver Island University calendar, this course is:

A study of low- to high-incidence special needs in the integrated classroom at the elementary level. The course content will outline current research in the field of exceptionalities and it's relationship to the goals and methods of education in BC. Credit will only be granted for one of EDTE 618 or EDTE 532.

Prerequisite: Min. "C+" in all Year 5, Term 1 Bachelor of Education coursework.

It should be noted that the primary goal is to prepare pre-service teachers to teach learners with learning difficulties of various kinds within the B.C. curriculum.

While the main emphasis is on elementary, intermediate and secondary levels will be discussed.

Course Outcomes

This course provides the opportunity to develop the following through readings, lectures, participation in class activities and class website (Weebly).

	TRB Standards	Course Outcomes	Demonstration of Outcomes
1.	Educators value and care for all students and act in their best interests.	1. Explore ways to create an inclusive and welcoming context where all students will be invited to belong.	Class discussions Class Weebly
3.	Educators understand and apply knowledge of student growth and development.	2. Consider cognitive, emotional and social development of students with learning differences.	Exceptionality presentations Class discussions/activities
4	Educators value the involvement and support of parents, guardians, families and communities in schools.	3. Consider models and ways to work alongside parents and community	Class Weebly Class discussions/activities

5	Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.	4. Analyze practices of assessment that help teachers to come to a working understanding of the needs of all students. 5. Explore and develop classroom and school inclusive programs and best practices that support all learners 6. Become familiar with B.C. <i>Guidelines and Definitions</i> in the field of Special Education	Exceptionality presentations Joey Pigza assessment and plan Class Weebly
6	Educators have a broad knowledge base and understand the subject areas they teach.	7. Explore high and low incidence exceptionalities	Exceptionality presentations Class Weebly
7	Educators engage in career-long learning	8. Consider practices of self care and living within our limits	Class Weebly and Journal

Required Readings:

BC Ministry of Education – Special Education Website

Linda Schwartz Green & Diane Casale-Giannola, 2011, 40 Active Learning Strategies for the Inclusive Classroom, Corwin Press.

Diane Casale-Giannola & Linda Schwartz, 2011, 41 Active Learning Strategies for the Inclusive Classroom, Corwin Press.

Sousa, D. A. (2011) How the Special Needs Brain Learns, Corwin Press, Thousand Oaks, CA ISBN 0-7619-7851-8

Grantors, J. (1998) Joey Pigza Swallowed the Key, Harper Collins publishers! New York.

Recommended readings:

Hutchinson, N.L. (2010) Inclusion of Exceptional Learners in Canadian Schools, 3rd Edition, e-book

B.C. Ministry of Education handbooks (available on-line)

Alberta Ministry of Education handbooks (available on-line)

Brownlie, F., Feniak, C. & Schnellert, L. (2006) Student Diversity: Classroom Strategies to meet the learning needs of all students, Pembroke Publishers, Toronto. ISBN 1-55138-198-2

Brownlie, F. & King, J. (2000) Learning in Safe a Schools: Creating Classrooms Where all Students Belong, Pembroke Publishers, Toronto. ISBN 1-55138-120-6

Description of Course

This class will include presentations by the instructor, participants, and by guest speakers, videos, discussions, and time to develop a repertoire of strategies and methods to support special needs students in the inclusive classroom.

Evaluation:

35% Attendance at EVERY CLASS, completion of assigned readings and participation in class activities and on-line Weebly.

30% Individual Student IEP summary

35% Mini-group presentations - students with exceptional needs

This course will involve a variety of activities designed to invite participants into the subject of special education. Participants will be expected to come to sessions having done the required readings in order to be able to participate in class discussions, activities and Weebly.

This is a Pass/Fail course. If you would like to receive a letter grade, in written form please let the instructor know before the last class.

Class Participation Criteria:

Students will be evaluated based on the following criteria

- Attendance (unless approved by instructor to do otherwise, students are expected to attend all classes)
- Punctuality
- Students attend classes having read all material required
- Students participate in all discussions, class Weebly and activities
- Students demonstrate respect towards their peers and the instructors in all interactions

Assignment #1 - Individual student IEP summary. Due the beginning of class on March 7th

Choose one student from your Practicum class who has an IEP (Individual Education Plan).

- Please review the students IEP with the classroom teacher, student support services teacher/learning services, counsellor, and or school administrator.

Create a TWO page summary dealing with the student's IEP including:

1. Exceptionality

2. Student background history, previous assessments, incidence, physiological and/or neuro-developmental characteristics, learning characteristics, communication, social-emotional, physical, etc.
3. Individual learning outcomes
4. Goals, objectives, strategies, adaptations/modifications and evaluation
5. How this student is being integrated within the classroom

Final Assignment – Due and presented March 21st – Posted on Weebly March 24th

a) Make a presentation dealing with a high or low incidence category including: background history, incidence, physiological characteristics (or neuro-developmental, etc.	
b) Present ‘typical’ learning profiles and challenges characteristic of this particular exceptionality (what can you expect to see behaviourally? What can you expect to see in regards to learning?)	
c) Discuss process of diagnosis and designation – what assessment tools/procedures are used, who does the assessment and makes the diagnosis, what is the criteria for a ministry designation.	
d) Examples of invisible adaptations or strategies (including assessment) that would be effective in supporting this particular exceptionality in the context of a classroom program (elementary/secondary) Demonstrate a strategy from textbook that would work with this particular learning challenge.	
e) Provide participants with a <i>one page summary</i> of the presentation which will include: characteristics of exceptionality, typical learning profiles, considerations for adaptations in the classroom. Please upload an electronic copy on our class Weebly.	March 21st
f) Provide a personal reflection on your own learning and insights as a result of your presentation. How does what you found out through this research impact you as an educator? (upload this on the class Weebly, due the day after your presentation)	March 24 th

Each presentation will be graded by the instructor and by three of your classmates.

Criteria for evaluation of presentation include:

- *Information* – relevant, enough to present the classroom teacher with a true representation of the exceptionality
- *Assessment/Learning profiles* presented clearly (behaviour/learning characteristics)
- *Relevance/appropriateness* of adaptations and strategies: strategies are easy to implement and directly impact the developmental and neuro-developmental needs of the learners
- *Organization*: easy to follow
- *Summary* practical
- *Personal reflection* (individual)

Online Weebly – this Weebly will be open throughout the course. Comments due March 21st

Most of the activities will be discussed in class, but this site will provide you with an opportunity to further your thinking and skill development for this course.

Discussion topics:

1. Explore ways to create an inclusive and welcoming context where all students will be invited to belong
2. Consider models and ways to work alongside parents and community

Policies:

Late assignments: Assignments and presentations are due at the agreed upon times. **NO assignments will be accepted after these dates!** (Students must pass this course in order to proceed to final teaching practicum, therefore there is no room for extensions or late dates.)

Plagiarism: Students are expected to present their own work, and when using the ideas and work of others, they are expected to give credit to these. Work presented without acknowledging sources will not be accepted as a complete assignment, resulting in a failing mark.

Passing assignments: Students must PASS every assignment in order to receive credit for this course. (Please note that a PASS is a minimum of a B)

The term at a glance

Date	Topic	Readings	Assignments due
Friday Jan. 10th	Introduction to Special Education/Policies and Procedures	Sousa Ch. 1 & 2	
Friday Jan. 17th	Strategies/Adaptations to support an inclusive classroom	Schwartz & Casale Ch. 1 & 2	
Friday Jan. 24 th	Making Sense of Behaviour "Joey Pigza"	"Joey Pigza Swallowed the Key" Sousa Ch. 5,6,7	Learning plan for Joey due by the end of the Friday class
Thursday Jan. 30 th AM	POPFASD presentation	Sousa Ch. 8 Joey Pigza Swallowed the Key	
Friday Jan. 31 st AM and PM	Guest speaker - Tarri Morrison (Language Processing, Autism, Executive Functioning)	Sousa Ch.10 Schwartz & Casale Ch. 3 & 4	
Friday Feb. 7th	No class		
Friday March 7 th	Guest speaker – Kerri Steele		Student two page summary due
Friday March 14th	Group work		
Friday March 21st	Group presentations		One page summary of presentation due at end of class Personal reflection due March 24th

Subject to change depending on our learning needs.