

08-60

App-3/10/09

Senate  
App-3/24/09

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

Course: EDEX 301 Instruction of Students with Disabilities in Inclusive Secondary Classrooms

Instructor(s) of Record: Joseph Domaracki Ph.D.

Phone: X72450

Email: jwdomara@iup.edu

#### Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?  
**Within the discipline the instructor has a Ph.D. in Special Education and has twenty-five years experience teaching in the discipline. The instructor has also taught this course (EDEX 301) in the classroom several times over the last 5 years.**  
**As far as distance education is concerned the instructor has taught EDEX 418 on-line four times over the last five years.**
2. How will each objective in the course be met using distance education technologies?  
**Obj. #1 is addressed via Chapters 1 & 5, Quizzes 1 & 5 and Discussion Question 1 & 5.**  
**Obj. #2 is addressed via Chapters 2, 3, & 4, Quizzes 2, 3, & 4, Discussion Questions 2, 3, & 4 and Pro packet readings.**  
**Obj. #3 is addressed via Chapters 1 & 5, Quizzes 1 & 5 and Discussion Questions 1 & 5.**  
**Obj. #4 is addressed via Chapters 6 & 9 Quizzes 6 & 9 Discussion Questions 6 & 9, Pro packet readings, Saturday Seminar and the Adapted Lesson Plan assignment.**  
**Obj. #5 is addressed via Chapter 5, Quiz 5 and Discussion Question 5.**  
**Obj. #6 is addressed via Chapters 2, 3, & 4, Quizzes 2, 3, & 4, and Discussion questions 2, 3, & 4**  
**Obj. #7 is addressed via Chapter 7, Quiz 7, Discussion question 7 and Philosophy of Education position papers**  
**Obj. #8 is addressed via Chapters 10, 11, 12 & 13, Quizzes 10, 11, 12 & 13, and Discussion Questions 10, 11, 12 & 13**  
**Obj. #9 is addressed via Chapters 2, 3 & 4, Quizzes 2, 3, & 4, Discussion Questions 2, 3, & 4 and Pro packet readings.**  
**Obj. #10 is addressed via Chapter 8, Quiz 8, and Discussion Question 8.**  
**Obj. #11 is addressed via Chapter 5, Quiz 5 and Discussion Question 5.**
2. How will instructor-student and student-student, if applicable, interaction take place?  
**Instructor-student and student-student interaction will take place through a six hour Saturday seminar that will occur during the semester the course is offered. The Saturday seminar is scheduled from 9:00 a.m. to 2:00 p.m. and will address content that cannot be adequately addressed through a distance education format. This would include presentation and discussion of material related to assessment for and development of instructional adaptations and modifications and the transition process.**  
**Instructor-student interaction will take place through web-ct correspondence related to each discussion questions, written essays, adapted lesson plan and e-mail exchanges.**
4. How will student achievement be evaluated?  
**Points will be accumulated during the semester from written assignments quizzes and course exams.**  
**Points will be distributed in the following manner:**
  - Thirteen Quizzes- 10 points each (130 total)**
  - Discussion Questions - 10 points each (130 total)**
  - Adapted Lesson plan- 100 points**

Received

7

PC 11/11/09  
11:11 AM

**Written Essays (2) 20 points each (40 total)**

93 - 100%	A	369 - 400
85 - 92%	B	338 - 368
77 - 84%	C	306 - 337
69 - 76%	D	274 - 305
0 - 68%	F	273 & Below

5. How will academic honesty for tests and assignments be addressed?

**Quizzes will be administered through web-ct. Students may take each quiz twice. The higher of the two quiz grades will be accepted. Each administration of a quiz will present questions randomly and will allow only ten minutes for each quiz. There will be a minimum of one hour between the first and second administration of a quiz.**

**All written assignments will be handed in electronically via Web-CT e-mail. As in regular, in classroom based courses, there is an assumption of trust that students are completing course assignments with honesty and personal integrity in keeping with the IUP Academic Integrity Policy thus assuring an orderly and scholarly administration of this course.**

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

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**Step Two: Departmental/Dean Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)  
 Negative

*See next page*

\_\_\_\_\_  
Signature of Department Designee

\_\_\_\_\_  
Date

Endorsed:

\_\_\_\_\_  
Signature of College Dean

\_\_\_\_\_  
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)  
 Negative

5. How will academic honesty for tests and assignments be addressed?

Quizzes will be administered through web-ct. Students may take each quiz twice. The higher of the two quiz grades will be accepted. Each administration of a quiz will present questions randomly and will allow only ten minutes for each quiz. There will be a minimum of one hour between the first and second administration of a quiz.

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**Step Two: Departmental/Dean Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Joseph A. Domarache  
Signature of Department Designee

1-29-09  
Date

Endorsed:

Mary Ann Rafath  
Signature of College Dean

1-29-09  
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedrust  
Signature of Committee Co-Chair

3-10-09  
Date

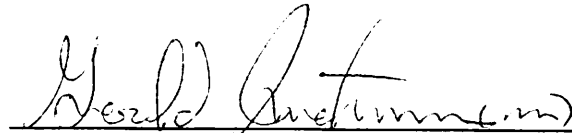
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

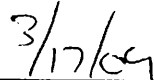
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**Step Four: Provost Approval**

Approved as distance education course

Rejected as distance education course

  
Signature of Provost

  
Date

Forward form and supporting materials to Associate Provost.

COURSE TITLE:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings

2c-01-2cr

LOCATION:

On-Line

COURSE

DESCRIPTION:

**Prerequisites:** Secondary education majors and others who will be certified to teach content from K-12.

**Recommendation:** It is strongly recommended that the student take this course in the same semester as the designated methods course

Examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. Emphasizes on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. Examines the differential impact of student characteristics on secondary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

**N.B. - This course also includes a six hour Saturday Seminar. As a part of this course students will be expected to attend a six hour Saturday Seminar designed to allow instructor – student interaction on topics that are not amenable to on-line instruction. This would include presentation and discussion of material related to assessment for and development of instructional adaptations and modifications and the transition process.**

COURSE

OBJECTIVES:

As outcomes of readings and experiences in this course, the student will demonstrate, through discussion and through formal and informal activities and evaluation that he /she has a working knowledge of and is able to :

1. the inclusive context of mainstreaming within education, and the unique problems that must be addressed at the secondary level;
2. general and specific characteristics of students with exceptionalities as well as all learners who present challenges to the regular classroom teacher;
3. the laws and services available for persons with exceptionalities, with particular emphasis on the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA);
4. the foundations of effective instruction for all students including learning strategy training, social skill development, study skills, and organizational skills for all students including those with diverse learning needs;
5. prereferral interventions unique to the secondary level including the Instructional Support Team (IST) process and the Student Assistance Program (SAP);
6. ways in which various disabilities may affect the feelings, interactions, and expectations of students and teachers;
7. effective teaching and behavior management strategies and methods for intervening and evaluating the progress of students with exceptionalities and other students "at risk" for school failure;
8. modifying instructional practices in the content areas and using computers and other technologies to enhance instruction;
9. ways in which students with exceptionalities and diverse learning needs are more like their basic education peers than they are different;
10. the team approach to collaboration and consultation for problem solving and decision making in schools;

11. transition planning and career/life education for secondary-level students with disabilities.

REQUIRED TEXT: Bryant, D., Smith, D. & Bryant, B. (2008). *Teaching students with special needs in inclusive classrooms*. Allyn & Bacon

Pro-Packet #48 Inclusive Secondary Settings

COURSE  
REQUIREMENTS:

Students will demonstrate mastery of course objectives through the successful completion of the following requirements:

- 1). Complete course readings and quizzes
- 2). Complete chapter discussion questions
- 3). Complete Adapted Lesson Plan assignment
- 4). Complete written Philosophy of education papers
- 5). Attend Saturday Seminar - As a part of this course students will be expected to attend a six hour Saturday Seminar designed to allow instructor – student interaction on topics that are not amenable to on-line instruction. This would include presentation and discussion of material related to assessment for and development of instructional adaptations and modifications and the transition process.

WRITTEN  
ASSIGNMENTS:

Written assignments for this course will be evaluated using the following criteria:

Technical Aspects (Basic Writing Skills)

- a. Sentence Structure - complete and grammatically correct.
- b. Word Usage - appropriate form, tense and person.
- c. Punctuation and Spelling - correct usage and spelling.
- d. Terminology - appropriate use of professional terms

Content (Quality of Product)

- a. Product addresses the specific topic
- b. Importance / relevance is specified.
- c. Reasoning, logic and cohesiveness are apparent.
- d. Product has clear beginning, middle, and end.
- e. Information supports inclusion.

Scholarship (Formal Writing Skills)

- a. Clarity and Logic - ideas clearly communicated and logically developed.
- b. Transitions - coherence between sentences and paragraphs.
- c. Paragraph Structure - internal consistency of ideas
- d. Conclusions - extent to which conclusions follow and consistency with earlier statements

All assignments must be turned in ON TIME!!! If, by chance, your assignment is late there will be a five (5) point deduction from your grade. Late assignments will only be accepted for two days following the due date, any assignment that is more than two days late WILL NOT, I repeat, WILL NOT be accepted except in cases of illness verified by a doctors excuse.

Discussion Questions - This course is designed with a discussion room. For each topic there will be discussion question available each week. There is no correct or incorrect manner in which to answer /address each question. Rather, the questions are designed to stimulate ideas related to the question or issue at hand. All students are expected to submit discussion entries for each week's question.

Philosophy of Education –Each student will be expected to write a philosophy of education paper at the start of the course and again at the end of the course. Your assignments are to be submitted as an attachment to a Web-CT e-mail.

Adapted Lesson Plan - An adapted lesson plan will be developed and submitted towards the end of the semester. The lesson plan will be developed using the lesson plan format currently in use at your particular school. The adaptations and/or modifications that you have developed for the target lesson should be indicated by bold and underlined print. Any handouts (e.g. advanced organizers, structured study guides, concept maps etc.) should be attached to the end of the adapted lesson plan.

**GRADES:** Points will be accumulated during the semester from your written assignments quizzes and course exams. Points will be distributed in the following manner.

Thirteen Quizzes- 10 points each (130 total)  
Discussion Questions – 10 points each (130 total)  
Adapted Lesson Plan- 100 points  
Philosophy of Education Essays (2) 20 points each (40 total)

93 - 100%	A	369 - 400
85 - 92%	B	338 - 368
77 - 84%	C	306 - 337
69 - 76%	D	274 - 305
0 - 68%	F	273 & Below

Quizzes – You have two opportunities to take each quiz. If you are not satisfied with your first score you may re-take the quiz after waiting one hour. The higher of your two grades will be recorded in Web-CT.

**TENTATIVE  
COURSE TOPICS:**

Week 1	<b>Inclusive Teaching /Responsive Education Read - Chapter 1, Pro-packet pages 5-7 Answer Discussion Question Take Quiz</b>
Week 2	<b>High Incidence Disabilities Read - Chapter 2, Pro-packet pages 8-13 Answer Discussion Question Take Quiz Philosophy of Education Essay Due</b>
Week 3	<b>Low Incidence Disabilities Read - Chapter 3, Pro-packet pages 14-33 Answer Discussion Question Take Quiz</b>
Week 4	<b>Other Students with Special Needs Read – Chapter 4, Pro-packet pages 34-45 Answer Discussion Question Take Quiz</b>
Week 5	<b>Individualized Plans Read - Chapter 5 Answer Discussion Question Take Quiz</b>
Week 6	<b>Differentiating Instruction Read - Chapter 6, Pro-packet pages 63-71 &amp; 74-95 Answer Discussion Question Take Quiz</b>

- Week 7**      **Assessing Students with Special Needs**  
**Read - Chapter 7, Pro-packet pages 72-73**  
**Answer Discussion Question**  
**Take Quiz**
- Week 8**      **Developing Collaborative Partnerships**  
**Read – Chapter 8, Pro-packet pages 1-4**  
**Answer Discussion Question**  
**Take Quiz**
- Week 9**      **Promoting Positive Behavior & Facilitating Social Skills**  
**Read - Chapter 9**  
**Answer Discussion Question**  
**Take Quiz**
- Week 10**     **Saturday Seminar**  
**Read - ADAPT – Pro -packet pages 63-102**
- Week 11**     **Teaching Reading**  
**Read - Chapter 10**  
**Answer Discussion Question**  
**Take Quiz**
- Week 12**     **Teaching Writing**  
**Read - Chapter 11**  
**Answer Discussion Question**  
**Take Quiz**  
**Adapted Lesson Plan Due**
- Week 13**     **Teaching Mathematics**  
**Read - Chapter 12**  
**Answer Discussion Question**  
**Take Quiz**
- Week 14**     **Facilitating Content- area Instruction**  
**Read - Chapter 13, Pro-packet pages 69-73**  
**Answer Discussion Question**  
**Take Quiz**



## COURSE SYLLABUS

### I. CATALOG DESCRIPTION

EX 301 EDUCATION OF STUDENTS WITH DISABILITIES IN INCLUSIVE SECONDARY SETTINGS 2 s.h.

Prerequisites: For Secondary Education Majors and Others Who will be Certified to Teach Content from K-12

This course examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. The course examines the differential impact of student characteristics on secondary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

#### Relationship of Course to College Knowledge Base

This course uniquely represents the core knowledge base of the College of Education in its content. Throughout this course, secondary-level teacher candidates become thoroughly familiar with characteristics of learners who have disabilities as well as learners who are at-risk for school failure. More importantly, teacher candidates develop strategies and lesson plans as a means of adapting and modifying instructional practices in meeting the academic and behavioral needs of these learners. Furthermore, teacher candidates demonstrate their exploration of important professional literature as a means to broaden their own knowledge base and demonstrate a commitment to the education of ALL learners. Collaboration, as a professional practice, is both described and experienced by the secondary-level teacher candidates in this course, as they work together in simulation activities which represent typical problem solving in schools.

### II. COURSE OBJECTIVES

As outcomes of readings and experiences in this course, the student will demonstrate, through discussion and through formal and informal activities and evaluation, that he/she has a working knowledge of:

1. the inclusive context of mainstreaming within education, and the unique problems that must be addressed at the secondary level;
2. general and specific characteristics of students with exceptionalities as well as all learners who present challenges to the regular classroom teacher;

3. the laws and services available for persons with exceptionalities, with particular emphasis on the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA);
4. the foundations of effective instruction for all students including learning strategy training, social skill development, study skills, and organizational skills for all students including those with diverse learning needs;
5. prereferral interventions unique to the secondary level including the Instructional Support Team (IST) process and the Student Assistance Program (SAP);
6. ways in which various disabilities may affect the feelings, interactions, and expectations of students and teachers;
7. effective teaching and behavior management strategies and methods for intervening and evaluating the progress of students with exceptionalities and other students "at risk" for school failure;
8. modifying instructional practices in the content areas and using computers and other technologies to enhance instruction;
9. ways in which students with exceptionalities and diverse learning needs are more like their basic education peers than they are different;
10. the team approach to collaboration and consultation for problem solving and decision making in schools;
11. transition planning and career/life education for secondary-level students with disabilities.

### III. COURSE OUTLINE

- A. Elements of Mainstreaming (Inclusive) Practices for Secondary Placements
  1. Origins of mainstreaming
  2. Benefits of mainstreaming, barriers toward mainstreaming
  3. Current issues and trends
  4. Mainstreaming teams and the roles of members
  5. Prereferral intervention strategies
- B. Individuals with Disabilities Education Act (IDEA)
  1. Right to a free, appropriate public education
  2. Due process for children and youth with disabilities and their parents
  3. Fairness in evaluation
  4. Least restrictive environment
  5. Individualized educational program
- C. Methods for Including Students with Disabilities in Secondary-Level Classrooms

1. Indicators of disabilities including learning disabilities, ADD/ADHD, mental retardation, behavioral disorders, communication disorders, physical and health impairments, autism, traumatic brain injury, vision and hearing impairments
  2. Assessment procedures
  3. Elements of a functional curriculum
  4. Adapting instructional and testing materials
  5. Methods in behavior management
  6. Teaching study skills, learning strategies, text comprehension strategies, mnemonic training, organizational skills, and "school survival" skills
  7. Modifying the physical environment
  8. Enhancing communication skill development
  9. Addressing social needs of students with disabilities
  10. Sensitizing "regular education" secondary students to disability-related issues
  11. Using technology in assessment and instruction
- D. Methods for Teaching Students from Culturally and Linguistically Diverse Backgrounds
1. Promoting acceptance of diversity
  2. Assessment and special services
  3. Adaptations for mainstreaming
- E. Methods for Teaching Students at Risk for School Failure
1. Child abuse and neglect
  2. Drug and alcohol abuse
  3. Eating disorders
  4. Delinquency
  5. Family issues
  6. Dropout
  7. Teen pregnancy and sexually transmitted diseases
- F. Collaborative Practices
1. Communication processes which enhance collaboration
  2. Communication processes which create barriers to effective communication
  3. The role of teaming and problem solving in school decision making
- G. The Process of Transition
1. Models of transition
  2. Transition barriers and supports
  3. Issues in academic programming and transition
  4. Academic assessment and planning for transition
  5. Citizenship skills

#### IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objective as demonstrated by the successful completion of the following requirements:

##### **Graded Assignments**

1. Collaboration/teaming paper (45 points)

2. Adapted lesson plan (30 points)
3. Professional literature summary (25 points)
4. Observational summary/behavior management plan (20 points)

#### **Mid-term Evaluation**

The mid-term evaluation will consist of an objective section (40 points) and an essay (20 points).

#### **Final Examination**

The final examination will consist of an objective section (60 points) and an essay portion (40 points).

In all written assignments, the following guidelines are used as criteria determining grade:

#### **Technical Aspects (basic writing skills)**

1. Sentence structure - complete and grammatically correct
2. Word usage - appropriate form, tense, and person
3. Punctuation and spelling - correct usage and spelling
4. Terminology - appropriate use of professional terms

#### **Content (refers to the quality of written information)**

1. Paper addresses the specific topic
2. Importance/relevance is specified
3. Reasoning, logic, and cohesiveness are apparent
4. Paper has a clear beginning, middle, and ending
5. Information supports conclusion

#### **Scholarship (refers to the degree to which the paper demonstrates formal writing skills)**

1. Clarity and logic - extent to which ideas are communicated clearly and logically developed
2. Transitions - coherence between sentences and paragraphs
3. Paragraph construction - internal consistency of ideas within paragraphs
4. Conclusions - extent to which conclusions follow and are consistent with earlier statements

### **V. EVALUATION METHODS**

In determining grades for each student, cumulative points will be tallied for each student. Letter grades will be determined after rank-ordering the total points from highest to lowest. All letter grades will be based on the highest number of OBTAINED points (not POSSIBLE points), according to the following:

1. The range of A's will be comprised of the scores that fall within 7% of the highest number of OBTAINED points.
2. The range of B's will be comprised of the scores that fall between 7% and 14% of the highest number of OBTAINED points.
3. The range of C's will be comprised of the scores that fall between

14% and 21% of the highest number of OBTAINED points.

4. The range of D's will be comprised of the scores that fall between 21% and 28% of the highest number of OBTAINED points.

The utilization of such a grading system allows for everyone in the class to earn A's, yet it permits flexibility in the event that a student enrolls in the course without the intention of completing the requirements of the course in a serious manner.

#### VI. REQUIRED TEXTBOOK

Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Problem Behaviors. Boston, MA: Allyn and Bacon.

Mancuso, E. (1992). The Right to Special Education in Pennsylvania - A guide for parents. Harrisburg, PA: Education Law Center.

ATTENDANCE: The University currently upholds an attendance policy. You may miss up to three classes without repercussion, however, 10 points will be deducted from your overall total points for each class missed beyond three. Exceptions are made for religious holidays, medical emergencies, or family emergencies.

Discussion Question #1

What is your honest opinion regarding inclusion? What are the reasons for your position?

## Chapter 1 Quiz

1. The landmark legislation that provided for an appropriate education for all students with disabilities is now referred to as.
- A) the Americans with Disabilities Act
  - B) Section 504 of the Rehabilitation Act
  - C) the Individuals with Disabilities Act
  - D) the No Child Left Behind Act

Answer: C

2. Which of the following disability categories is considered to be a low incidence category?
- A) Speech or Language Impairments
  - B) Learning Disabilities
  - C) Autism
  - D) Mental Retardation

Answer: C

3. This court case known for its “separate but equal” ruling, was instrumental in the civil rights movement and helped make the link between the discrimination students with disabilities often faced with the discrimination students of color traditionally had faced.
- A) Brown v. Board of Education
  - B) Plessy v. Ferguson
  - C) PARC v. Commonwealth of PA
  - D) Mills v. Board of Education

Answer: A

4. Which of the following is not a key tenet of special education?
- A) IEPs
  - B) least restrictive environment
  - C) maximization of student potential
  - D) Due Process procedures

Answer: C

5. Which of the following has not been one of the most consistent “themes” across IDEA from its inception in 1975 to its most recent reauthorization in 2004?
- A) inclusion
  - B) transition
  - C) individualization
  - D) restitution

Answer: D

6. Least restrictive environment means that a student must be educated in.
- A) the general education classroom
  - B) such a way that students are integrated with their peers without disabilities to the maximum extent possible
  - C) a predetermined placement
  - D) a specialized educational context designed for students with similar disabilities

Answer: B

7. Given that a student could receive an appropriate education in each of the following placements, which of these placements would typically be considered the least restrictive?
- A) general education setting with inclusion support
  - B) resource room setting
  - C) half day in general education classroom and half day in resource room
  - D) residential school

Answer: A

8. Which of the following is one of main features of NCLB (as it applies to student with disabilities) that can also be seen in IDEA 1997 and 2004?
- A) annual yearly progress
  - B) highly qualified teachers
  - C) access to general education curriculum
  - D) transition Services

Answer: C

9. The most effective means of implementing progress monitoring is called?
- A) curriculum based measurement
  - B) criterion based measurement
  - C) criterion referenced measurement
  - D) norm referenced measurement

Answer: A

10. The provision of an array of services designed to meet the varying needs of students with disabilities is referred to as?
- A) inclusive education
  - B) the continuum of services
  - C) pull-out programming
  - D) alternative programming

Answer: B



Bryant/Smith/Bryant

# Teaching Students with Special Needs in Inclusive Classrooms



## Chapter 1

### Inclusive Teaching as Responsive Education

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# Introduction

- What has been done?
- What still needs to be done?
- How can this text help?



# ADAPT Framework

- Five-step framework to select effective interventions
  - **A**sk what student needs to do
  - **D**etermine prerequisite skills
  - **A**nalyze student's strengths and struggles
  - **P**ropose and implement adaptations
  - **T**est if adaptations helped



# What is a Disability?

- Condition that one has or doesn't have
- Concept based on perspective of each individual, family, or culture
- Its intensity results from different experiences and conditions
- Its impact can be reduced by accommodations and assistance
- Any response depends on individual needs



# Perspectives on Disabilities

- Deficit perspective
- Cultural perspective
- Sociological perspective
- Disability as a minority group



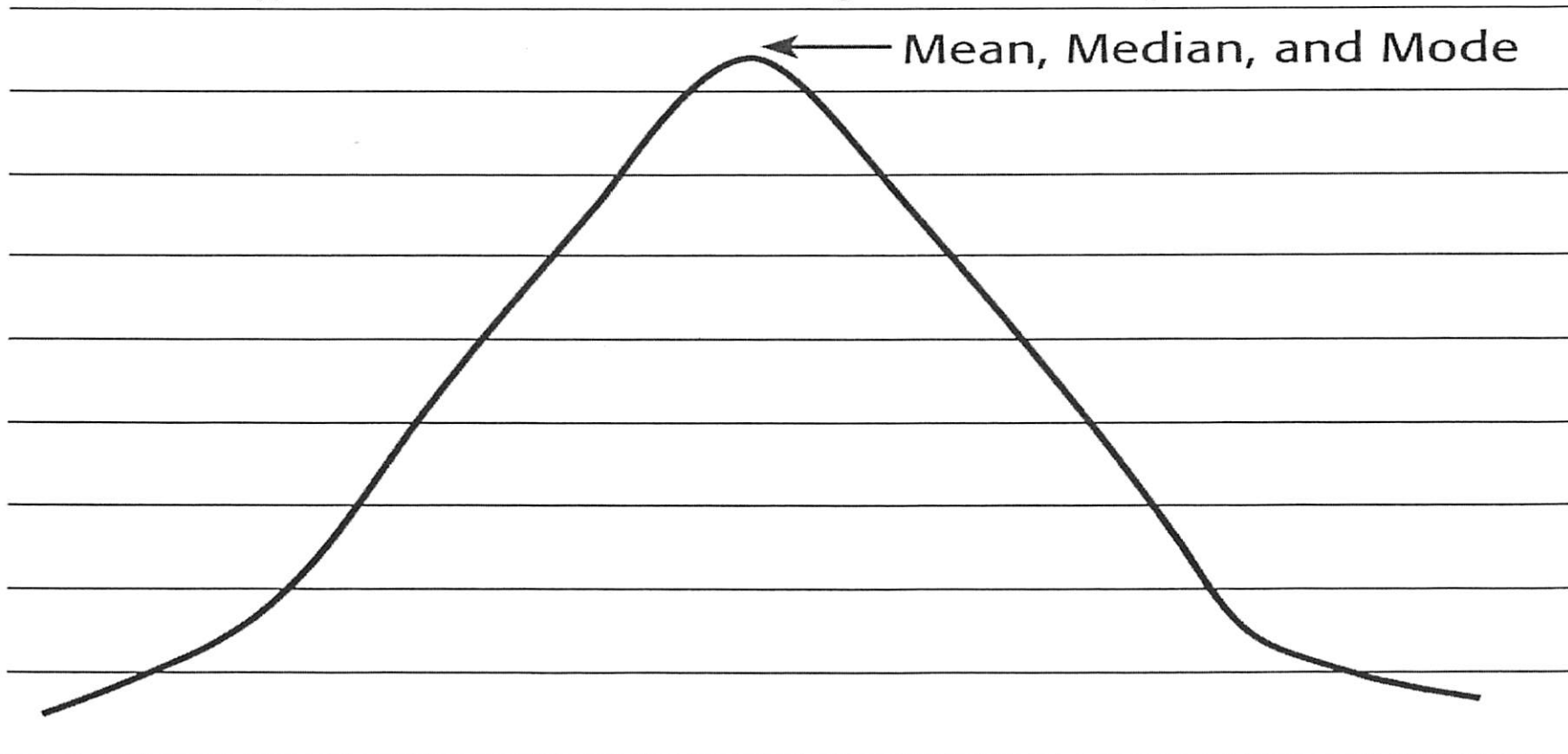
# Deficit Perspective

- Uses normal (bell-shaped) curve to describe the distribution
- Puts half of everyone below average
- Focuses only on how exceptional learner is different from the average

# Deficit Perspective

- Human behavior and characteristics are distributed along a continuum

Figure 1.1 A Hypothetical Distribution of Scores Creating a Normal or Bell Shaped Curve





# Cultural Perspective on Disabilities

- Different cultures may hold different concepts of disabilities
- Families of children with disabilities may approach educators differently





# Sociological Perspective

- Different skills and traits are socially constructed
- Disability is a result of being treated differently
- Concerns regarding sociological perspectives about disabilities



# Minority Perspective

- People with disabilities are considered a minority group
- Individuals with disabilities receive negative treatment
- The ways people are treated by society and other individuals are what present real barriers
- Full participation in society is denied



# What Are Some Reasons for Disabilities?

- By the time of onset
  - Prenatal (or congenital)
  - Perinatal
  - Postnatal
- By risk factor
  - Biological causes
  - Environmental causes
  - Other risk factors



# Causes Based on Onset

- Prenatal or congenital
- Perinatal
- Postnatal

**TABLE 1.1** Special Education's Categories Considered by the Federal Government as Either High or Low Incidence Disabilities

Federal Term	Other Terms	Comments
<b>High Incidence Disabilities</b>		
Specific learning disabilities	Learning disabilities (LD)	Includes reading, language, writing, and mathematics disabilities.
Speech or language impairments	Speech disorders or language disorders; communication disorders	Speech impairments include problems with articulation, fluency problems, and voice problems.
Mental retardation	Cognitive disabilities; intellectual disabilities	Ranges from mild to severe, but often overlaps with low incidence disabilities.
Emotional disturbance	Emotional and behavioral disorders (EBD)	Includes schizophrenia. Does not include children who are socially mal-adjusted unless it is determined that they have an emotional disturbance.
<b>Low Incidence Disabilities</b>		
Multiple disabilities	Multiple-severe disabilities; developmental disabilities	Does not include all students with more than one disability, varies by states' criteria.
Deafness, hearing impairment	Hard of hearing and deaf	Includes full range of hearing losses; The term Deaf is used to signify those who consider themselves part of the Deaf community.
Orthopedic impairments	Physical impairments (PI); physical disabilities	Category often combined with health impairments because of many overlapping conditions.
Other health impairments	Health impairments, special health care needs	IDEA '04 includes attention deficit hyperactivity disorder (ADHD) in this category, causing overall prevalence to reflect high incidence.
Visual impairments	Visual disabilities; low vision and blind	Includes full range of vision loss.
Autism	Autism spectrum disorders (ASD)	ASD is more inclusive; autism is considered one of five ASD conditions. Actual national prevalence numbers place this group of learners in the low incidence category, although many consider it more frequent.
Deafblindness	Deafblind	This combination causes severe communication and other developmental and educational needs.
Traumatic brain injury (TBI)		TBI must be acquired after birth.
Developmental delay		Allows for noncategorical identification from the ages of 3 to the child's ninth birthday.



# Causes Based on Risk Factors

- Biological causes
- Environmental causes
- Other factors



# Who Are Students with Disabilities?

- IDEA '04 calls out 13 special education categories and one generic grouping that qualifies for services
- 11% of students aged 6 thru 17 identified with disability and receive SpEd services
- High incidence disabilities: occur more frequently in the population
- Low incidence disabilities: occur less frequently in the population



# What are the Origins of Special Education?

- SpEd services began more than 200 years ago
- Inconsistent opportunities
- Landmark court cases



**TABLE 1.2** Landmark Court Cases Leading to the Original Passage of IDEA

Case	Date	Issue	Finding
<i>Brown v. Board of Education</i>	1954	Overturf of "separate but equal doctrine"; integration of public schools	Basis for future rulings that children with disabilities cannot be excluded from school.
<i>Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania</i>	1972	Public education for students with mental retardation	In the state of Pennsylvania, no child with mental retardation can be denied a public education.
<i>Mills v. Board of Education of the District of Columbia</i>	1972	Special education for all students with disabilities	All students with disabilities have a right to a free public education.



# What Laws and Court Cases Protect Students with Disabilities?

- Section 504
- ADA
- IDEA
- NCLB
- ATA

**TABLE 1.3** Landmark Laws (Legislation) Guaranteeing Rights to Individuals with Disabilities

Date	Number of Law or Section	Name (and Any Abbreviation)	Key Provisions
1973	Section 504	Section 504 of the Rehabilitation Act	<ul style="list-style-type: none"> <li>• Set the stage for IDEA and ADA</li> <li>• Guaranteed basic civil rights to people with disabilities</li> <li>• Required accommodations in schools and in society</li> </ul>
1975	PL 94-142	Education for All Handicapped Children Act (EHA)	<ul style="list-style-type: none"> <li>• Guaranteed a free appropriate education in the least restrictive environment</li> </ul>
1986	PL 99-457	EHA (reauthorized)	<ul style="list-style-type: none"> <li>• Added infants and toddlers</li> <li>• Provided Individualized Family Service Plan (IFSP)</li> </ul>
1990	PL 101-476	Individuals with Disabilities Education Act (IDEA)	<ul style="list-style-type: none"> <li>• Changed name to IDEA</li> <li>• Added transition plans (ITPs)</li> <li>• Added autism as a special education category</li> <li>• Added traumatic brain injury as a category</li> </ul>
1990	PL 101-336	Americans with Disabilities Act (ADA)	<ul style="list-style-type: none"> <li>• Barred discrimination in employment, transportation, public accommodations, and telecommunications</li> <li>• Implemented the concept of normalization across American life</li> <li>• Required phased-in accessibility in schools</li> </ul>
1997	PL 105-17	IDEA '97 (reauthorized)	<ul style="list-style-type: none"> <li>• Added ADHD to the "other health impairments" category</li> <li>• Added functional behavioral assessments and behavioral intervention plans</li> <li>• Changed ITPs to a component of the Individualized Education Program (IEP)</li> </ul>
2001	PL 107-110	Elementary and Secondary Education Act of 2001 (ESEA) (No Child Left Behind)	<ul style="list-style-type: none"> <li>• Required that all schoolchildren participate in state and district testing</li> <li>• Called for the 100% proficiency of all students in reading and math by 2012</li> </ul>
2004	PL 108-364	Assistive Technology Act of 2004 (ATA) (reauthorized)	<ul style="list-style-type: none"> <li>• Provided support for school-to-work transition projects</li> <li>• Continued a national Web site on assistive technology (AT)</li> <li>• Assisted states in creating and supporting: device loan programs, financial loans to individuals with disabilities to purchase AT devices, equipment demonstrations</li> </ul>
2004	PL 108-446	IDEA '04 (reauthorized)	<ul style="list-style-type: none"> <li>• Required special education teachers to be highly qualified</li> <li>• Mandated that all students with disabilities participate annually in either state and district testing with accommodations or in alternative assessments</li> <li>• Eliminated IEP short-term objectives and benchmarks, except for those who use alternative assessments</li> <li>• Changed identification procedures for learning disabilities</li> <li>• Allowed any student to be placed in an interim alternative educational setting for involvement in weapons, drugs, or violence</li> </ul>

# Section 504 of the Vocational Rehabilitation Act of 1973

- Prevents discrimination of individuals with disabilities with federally funded programs
- Sets the stage for ADA and IDEA



# Americans with Disabilities Act (ADA)

- Guarantees greater access to all aspects of life
- Implements concept of normalization
- Prevents discrimination in education system



# Individuals with Disabilities Education Act (IDEA)

- PL 94-142, Education for All Handicapped Children Act (EHA, 1975)
- Reauthorization of EHA in 1986
- PL 101-476, Individuals with Disabilities Education Act (IDEA)
- Reauthorization of IDEA in 1997
- Reauthorization of IDEA in 2004



# Court Decisions Defining IDEA

- Clarifies laws passed by Congress
- Addresses questions and settled disputes
- Reviews identification, evaluation, placement, appropriate education
- Leads to momentous repercussions and enormous implications

**TABLE 1.4** Landmark U.S. Supreme Court Cases Defining IDEA

Case	Date	Issue	Finding/Importance
<i>Rowley v. Hendrick Hudson School District</i>	1982	FAPE	School districts must provide those services that permit a student with disabilities to benefit from instruction.
<i>Irving Independent School District v. Tatro</i>	1984	Defining related services	Clean intermittent catheterization (CIC) is a related service when necessary to allow a student to stay in school.
<i>Smith v. Robinson</i>	1984	Attorney's fees	Parents are reimbursed legal fees when they win a case resulting from special education litigation.
<i>Burlington School Committee v. Department of Education</i>	1985	Private school placement	In some cases, public schools may be required to pay for private school placements when the district does not provide an appropriate education.
<i>Honig v. Doe</i>	1988	Exclusion from school	Students whose misbehavior is related to their disability cannot be denied education.
<i>Timothy W. v. Rochester New Hampshire School District</i>	1989	FAPE	Regardless of the existence or severity of a student's disability, a public education is the right of every child.
<i>Zobrest v. Catalina Foothills School District</i>	1993	Paid interpreter at parochial high school	Paying for a sign language interpreter does not violate the constitutional separation of church and state.
<i>Carter v. Florence County School District 4</i>	1993	Reimbursement for private school	A court may order reimbursement to parents who withdraw their children from a public school that provides inappropriate education, even though the private placement does not meet all IDEA requirements.
<i>Doe v. Withers</i>	1993	FAPE	Teachers are responsible for the implementation of accommodations specified in individual students' IEPs.
<i>Cedar Rapids School District v. Garret F.</i>	1999	Related services	Health attendants are a related service and a district's expense if the service is necessary to maintain students in educational programs.





# No Child Left Behind Act of 2001 (NCLB)

- Raises academic performance for all students
- Closes the achievement gap
- Provides features for students with disabilities



# Assistive Technology Act of 2004 (ATA or Tech Act)

- Applies to school, community, workplace
- Provides assistive technology
- Removes barriers that restrict people
- Guides development of SpEd programs
- Allows for training and testing of devices
- Opens access of information to all



# What is Special Education?

- Is provided to individuals with disabilities from birth through age 21
- Meets unique learning needs of infant, preschooler, and student with disabilities
- Is delivered in different settings
- Reflects a variety of instructional targets
- Differs from general education approach



# How Special Education Differs from General Education

- It targets different learning, behavioral, social, communication, functional needs
- Its key components are results of laws
- It focuses on individuals, not groups of learners

# Free appropriate public education (FAPE)

- At no additional cost to parents
- “Appropriate” must be individually determined




# Least restrictive environment (LRE)

- Not automatically delivered in a certain place
- Does not equal general education placement
- Offers a continuum of alternative placements.



# Systematic Identification Procedures

- Students who qualify are identified systematically
- Care is taken not to identify those without disabilities
- General education teachers begin referral process
- Pre-referral process
  - Ensure that difficulties are not caused due to lack of appropriate academic instruction
  - Collect data about target student's performance
  - Conduct further classroom evaluations



# Individualized Education Programs

- Individualized Education Programs (IEPs) are for children ages 3 to 21
- Individualized Family Services Plans (IFSPs) are for children from birth through age 2
- Are the cornerstone to appropriate education
- Entitle each individual to uniquely designed program and supportive services.





# Family Involvement

- Expectations for parental involvement are greater
- Roles of parents in IEP developing process are important
- Parent advocacy groups can support families and those who work with families.



# Related Services

- ❑ Set of multidisciplinary and transdisciplinary services needed for education to be truly appropriate
- ❑ Specified in students' IEPs
- ❑ Supported by paraprofessionals who make inclusion possible
- ❑ Based on collaboration of multidisciplinary team
- ❑ Supplied by related services specialists, most are itinerant



# Access to General Education Curriculum

- Only 54% of students with disabilities leave school with a standard high school diploma
- Students instructed in general education classrooms are more likely to receive a standard diploma
- IDEA requires all students with disabilities to have the fullest extent access to general education curriculum
- Placement needs to be addressed in IEPs
- Alternative curricular options are still needed



# Evidence-Based Practices

- Interventions proven effective through rigorous research
- Documentation is supported by response to intervention (RTI)
- Six common features of these tactics:
  - Validated
  - Individually determined
  - Explicit
  - Strategic
  - Sequential
  - Monitored



# Frequent Monitoring of Progress

- Progress monitoring is a set of evaluation procedures that assess effects of instruction while skills are being taught
- Progress measured in four ways: directly, systematically, consistently, frequently
- Curriculum based measurement (CBM) is most effective way to measure progress on tasks, skills, behaviors



# What is Inclusive Education?

- Inclusive means students with disabilities access standard curriculum in general education classrooms
- Origins of inclusion
- Inclusive education practices
- The inclusion debate