



*The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.*

FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education  
SPED 465 Meeting the Needs of Students with Disabilities in Inclusion Settings

**1. LOCATOR INFORMATION**

Instructor: Mal Miller Ward

Course Number and Name: SPED 465: Meeting the Needs of Students with Disabilities in Inclusion Settings

Semester Credit Hours: 3

Day & Time Class Meets: Web-based course

Total Contact Hours for Class: 45 hours

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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. COURSE DESCRIPTION**

This course presents research-validated methods, techniques and procedures for teaching students with mild to moderately high incidence disabilities in today's inclusive settings, including such methods as use of learning strategies, scaffolded instruction, direct instruction, peer-mediated instruction, and content enhancements.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-12

**IV. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

**V. TEXTBOOKS**

- (1) Olson, J., Platt, J. & Dieker, L. (2004). Teaching children and adolescents with special needs. Pearson Prentice Hall. ISBN 0-13240285-8
  - (2) Reid, R. & Lienemann, T. (2006). Strategy Instruction for Students with Learning Disabilities. The Guilford Press. ISBN 13-978-1-59385-282-5
- Other readings as assigned.

**VI. STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will:

- Understand the history of special education, in particular inclusive education
- Understand and have knowledge of the learning strategies being taught to students with disabilities
- Apply in real life classrooms what they have learned regarding the teaching of learning strategies to students with special needs
- Understand that the strategies they teach to students with special needs will make the students more independent and self-determined

**STANDARDS**

**Professional**

<b>Standards Used in Course</b>	<b>NC Core Standards</b>	<b>CEC Common Core Standards; NCATE Standards</b>
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X	<b>1. Teachers demonstrate leadership.</b>	<b># 9 Professional and Ethical Practice;</b> <b># 10 Collaboration</b> # 1 Knowledge, Skills, Dispositions
X	<b>2. Teachers establish a respectful environment for a diverse population of students.</b>	<b># 5 Learning Environments and Social Interactions;</b> # 1 Knowledge, Skills, Dispositions
X	<b>3. Teachers know the content they teach.</b>	<b>#3 Individual Learning Differences</b> <b>#4 Instructional Strategies;</b> # 1 Knowledge, Skills, Dispositions
X	<b>4. Teachers facilitate learning for their students.</b>	<b># 6 Communications</b> <b>#1 Foundations;</b> # 1 Knowledge, Skills, Dispositions; #4 Diversity
X	<b>5. Teachers reflect on their practice.</b>	<b># 9 Professional and Ethical Practice</b> # 1 Knowledge, Skills, Dispositions

## General Curriculum

**Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.**

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

**Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.**

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and

professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

**Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.**

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

**Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.**

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

<ul style="list-style-type: none"> <li>• Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and provide instruction in the essential components of written language instruction (composition and conventions).</li> </ul>

**Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.**

<p>Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.</p>
<ul style="list-style-type: none"> <li>• Know how to establish rules and procedures that convey behavioral expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate how to teach social skills using explicit and systematic instruction.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competency to conduct and analyze a functional behavior assessment.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.</li> </ul>
<ul style="list-style-type: none"> <li>• Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.</li> </ul>

**Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.**

<p>Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.</p>
<ul style="list-style-type: none"> <li>• Demonstrate effective communication strategies</li> </ul>
<ul style="list-style-type: none"> <li>• Establish effective interagency collaboration with adult service providers</li> </ul>
<ul style="list-style-type: none"> <li>• Model evidence based variations of co-teaching</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborate and consult with interpreters, transliterators and other related / adult service providers.</li> </ul>

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| <ul style="list-style-type: none"> <li>• Maintain confidentiality</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Provide effective paraeducator supervision</li> </ul> |

**VII. GENERAL REQUIREMENTS**

The content of SPED 465 is divided into 5 parts and 16 lessons. The lessons consist of a series of activities (individual and group) designed to assist students to meet the course competencies.

The Lesson Activities (or Assignments) include:

1. Readings-there will be lesson readings from the Olson, Platt & Dieker text, Reid & Lieneman text and other resources from the internet, etc.
2. Peer Discussions-there will be online discussion boards with course peers related to a prompt on lesson topics (these are graded assignments to be completed only after reading all assigned resources).
3. Application projects-there will be applied projects related to the course content (these are graded assignments to be completed only after reading all assigned resources).
4. Activities-there will be activities related to the course content (these are graded assignments to be completed only after reading all assigned resources).
5. Chapter Questions-there will be a series of reflection/application questions that students will complete on course text chapters and related readings (these are graded assignments to be completed only after reading all assigned resources)

**VIII. EVALUATION CRITERIA**

**New Information Final Grades – (This policy became effective on August 16, 2007)**

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Meaning</b>
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)

P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

**New Information REVISION OF GRADES – STUDENT RESPONSIBILITIES**  
**The following revisions become effective on August 16, 2007.**

**WN GRADE DISCONTINUED:**

- **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**  
**STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw\* from classes according to the deadlines published in the catalog. \*See warning below about class withdrawals.**

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

**STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. \*See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)**

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

**STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. \*See warning below about class withdrawals.**

**NEW FINAL GRADE:**

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

**STUDENTS: You must attend (or withdraw\* from) all the classes for which you are enrolled. \*See warning below about class withdrawals.**

**WARNING ABOUT CLASS WITHDRAWALS:**

- **When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.**
- **If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.**
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

### **A. Grading Scale**

Final grades are assigned as follows:

A= 92-100% of points (365-336 pts)

B= 83-91% of points (335-303 pts)

C= 73-82% of points (302-266 pts)

D=72-64% (265-233 pts)

F=Below 73% or less (Below 233 pts=Academic Failure)

### **B. Grading Assignments/Value of each Assignment**

Grades will be assigned on an accumulated points basis according to student performance on assignments with points assigned based upon comparison with established rubrics for success. Performance rubrics will be provided for students prior to task assignments.

Assignments are worth the following possible points:

Unit 1—Discussion Board—8 points

Timeline—25 points

Web Site Review—25 points

Course Assessment Questions—15 points

Unit 2—Discussion Board—8 points

Cognitive Strategy Instruction Project—50 points

Course Assessment Questions—15 points

Unit 3—Discussion Board—8 points

Accommodations/Modifications Project—50 points

Course Assessment Questions—15 points

Unit 4— Discussion Board—8 points

Virtual Inclusion Classroom Project—50 points

Course Assessment Questions—15 points

Unit 5—Discussion Board—8 points

Peer-Mediated Instruction Project—50 points

Course Assessment Questions—15 points

### **C. Policy on Missed or Late Assignments**

Point systems and activities required are subject to revision by the instructor, as necessary for the benefit of the students. The Instructor reserves the right to subtract points for late work and to withhold a grade or give an F to students who fail to complete significant portions of the activities, regardless of points accumulated, due to competencies not being met.

Students who cannot complete the course requirements in a timely manner are expected to withdraw themselves according to the dates in the University calendar of the campus on

which they registered. Failure to do so may result in an F grade. No Incomplete grades will be given except for emergencies occurring near the end of the course semester. Failure to complete requirements throughout the semester does not constitute an emergency and requires withdrawal. No grade will **be assigned unless all requirements are completed.**

**D. Attendance Requirements**

Course participants are expected to become involved in all aspects of the course from the beginning and keep up with assignments throughout the course. Participants are expected to meet required deadlines, submit quality work based on informed participation in the readings and activities, interact with the instructor as requested or needed, and interact with other students as expected. Students are expected to log into the course at least 3 times weekly. Discussion Board should be visited at least 2 times during the week that the discussion is assigned.

**IX. COURSE OUTLINE (with Assignment Schedule)**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
Aug.20	Professional Ethics & Introduce Yourself DB	Ethics Agreement/Introduce Yourself Discussion Board
Aug. 27	Inclusion Experience	Discussion Board 1
Sept. 5	History of Spec Ed Inclusion	Inclusion Timeline
Sept. 12	Inclusion	Website Article Review
Sept.19	Teaching Learning Strategies	Discussion Board 2
Sept. 26	Applying Cognitive Strategies	Cognitive Strategy Project
Oct. 3	Accommodations/Modifications	Discussion Board 3
Oct. 13	Using Instructional Modifications	Accommodations/Modifications Project
Oct.21	Parent communication	Discussion Board 4
Oct. 31	Developing Collaboration Skills	Virtual Inclusion Project
Nov. 10	Accessing General Education	Discussion Board 5
Nov. 18	Structuring Classroom for Success	Peer Tutoring/Mediation Project
Nov. 30	Course Assessment Questions (Units 1-5)	Course Assessment Questions

**X. TEACHING STRATEGIES**

This asynchronous Blackboard based online course will involve: extensive readings of text and on line materials, online lectures, student-instructor interaction, discussion boards, internet research, student individual projects & assignments.

**XI. Core Standards**

<b>Standards Used in Course</b>	<b>NC Professional Teaching Standards</b>	<b>CEC Common Core Standards; NCATE Standards</b>	<b>Assessments</b>
<b>X</b>	<b>1. Teachers demonstrate</b>	<b># 9 Professional and Ethical Practice; # 10 Collaboration</b>	<b>Ethics agreement, Application Projects,</b>

	<b>leadership.</b>	# 1 Knowledge, Skills, Dispositions	<b>peer discussion boards</b>
<b>X</b>	<b>2. Teachers establish a respectful environment for a diverse population of students.</b>	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	<b>Peer Discussion Boards; Application Projects-Virtual Inclusion project, peer mediation project</b>
<b>X</b>	<b>3. Teachers know the content they teach.</b>	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions	<b>Peer Discussion Boards; Application Tasks (Cognitive Strategies project, Accommodations project</b>
<b>X</b>	<b>4. Teachers facilitate learning for their students.</b>	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	<b>Peer Discussion Boards; Application Tasks (Chapter Questions, Inclusion Timeline, Website reviews</b>
<b>X</b>	<b>5. Teachers reflect on their practice.</b>	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	<b>Reflective projects, Application Tasks/Chapter Questions, peer discussion boards</b>

## **XII. REFERENCES** (Suggested Readings, Internet and/or Multi-media Resources)

Moore, C., Gilbreath, D., & Maiuri, F. Educating Students with Disabilities in General Education Classrooms <http://interact.uoregon.edu/wrrc/AKInclusion.html>

The Change from Isolation to Collaboration (Ch. 1) in Collaborative Teaching: Special Education for Inclusive Classrooms

Price, Mayfield, McFadden, and Marsh

[http://www.parrotpublishing.com/Inclusion\\_Chapter\\_1.htm](http://www.parrotpublishing.com/Inclusion_Chapter_1.htm)

Inclusion

<http://www.uni.edu/coe/inclusion/>

(A good site for basic inclusion information)

Special Education Resources on the Internet

<http://seriweb.com/>

(A mega-site of SPED resources)

Inclusion

<http://www.specialednet.com/inclusion.htm>

(A resource for SPED inclusion information on Web)

Including Students with Disabilities in General Education Classrooms, ERIC Digest # E521,  
<http://www.ericfacility.net/ericdigests/ed358677.html>

ERIC, Selected Internet Resources for Inclusion  
<http://ericec.org/faq/inclus-x.html>

The ABCDEs of Co-Teaching  
[http://www.ldonline.org/ld\\_indepth/teaching\\_techniques/tec\\_coteaching.html](http://www.ldonline.org/ld_indepth/teaching_techniques/tec_coteaching.html)

Including Students with Disabilities in General Education Classrooms, LD Online, ERIC EC Digest # E521  
[http://www.ldonline.org/ld\\_indepth/special\\_education/eric\\_e521.html](http://www.ldonline.org/ld_indepth/special_education/eric_e521.html)

Inclusion and Learning Disabilities: Frequently Asked Questions  
([http://www.ldonline.org/ld\\_indepth/special\\_education/schultz\\_inclusion.html](http://www.ldonline.org/ld_indepth/special_education/schultz_inclusion.html))

Surviving in the Inclusion Classroom  
(<http://helium.vancouver.wsu.edu/~golden/inclusion.htm>)

Power of 2  
<http://www.powerof2.org/>

Co-teaching: Are Two Heads Better Than One in an Inclusion Classroom? Harvard Educational Letter,  
Research Online  
<http://www.edletter.org/past/issues/1999-ma/coteaching.shtml>

Strategies for Teaching Students with Learning Disabilities  
<http://www.as.wvu.edu/~scidis/learning.html>

Haskill, D.H. Building Bridges Between Science and Special Education: Inclusion in the Science Classroom  
<http://unr.edu/homepage/crowther/ejse/haskell.html>

<http://ericec.org/digests/e577.html>