

## EDUC 5016S Special Education & Inclusion

### Instructors:

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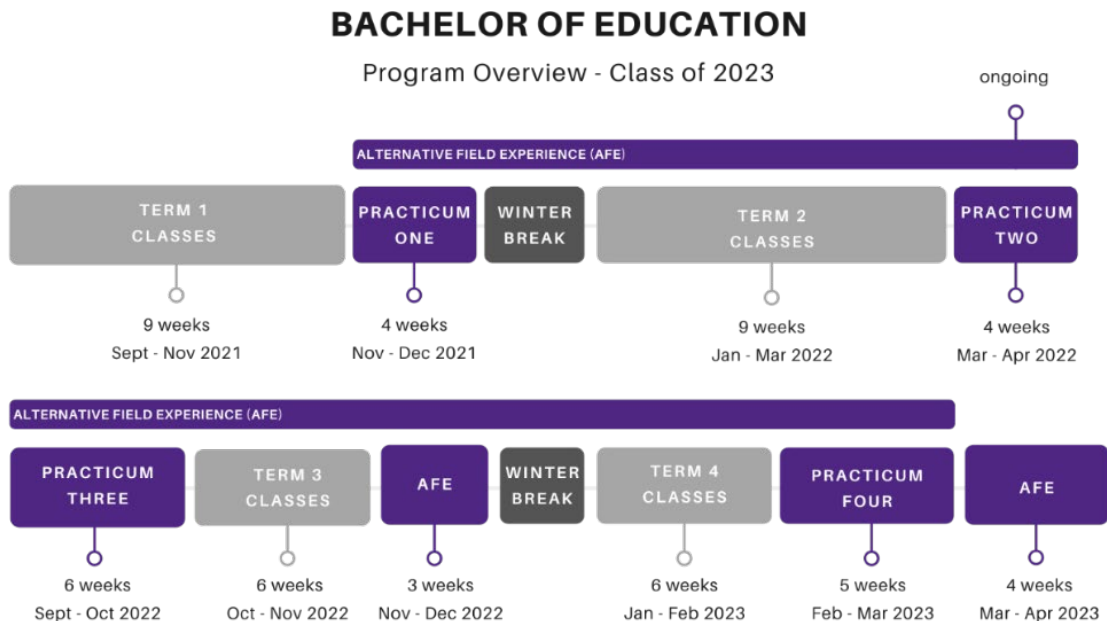
### Schedule:

**Section 005:** Tues 8:30AM-10:30AM,  
Room: 2042

**Section 006:** Tues 10:30AM-12:30PM,  
Room: 2042

### Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 1, Term 2** of the Bachelor of Education.



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# Syllabus Report

## Special Education & Inclusion (EDUC 5016S)

### Rouse (005-006)

**Course Description:** The role of the classroom teacher in the education of students with exceptionalities will be explored. Topics include Ministry of Education Documents, the IEP and the IPRC process, assessment for instruction, universal design, differentiated instruction, and the use of technology. An asset-based approach and strategies for inclusive education are emphasized. 2 hours per week, second term, .25 credit.

Provincial legislation in Ontario requires that students identified as exceptional be provided with an education that is appropriate to their needs. Recently, this has become increasingly understood to mean providing a program within an inclusive setting with their peers.

In Ontario, approximately 80% of students identified with exceptionalities are taught in regular classrooms for at least 50% of each day. This movement to full inclusion means that every classroom teacher must be more knowledgeable, resourceful, and confident about working with all students to gain successful interpersonal and learning experiences in the classroom. This course will provide content related to working in the inclusive classroom.

#### Course Textbook:

Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.

**Course Credits:** 0.25

**Number of Weeks:** 9

## Week 1: Introduction & Canadian Experience

GQ: How do we define Inclusion, Special Education, Exceptionalities & Individual Differences?

Recognize that there are various perspectives through which we view exceptionalities.

Describe some of the history of inclusion in Canada

Evaluate the issues surrounding the practice of inclusion

Describe the importance and benefits of inclusion

### Learning Activities

Type	Name	Description
<b>Interactive Lecture</b>	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included
<b>Discussion</b>	Case Study	
<b>Writing</b>	Entry Activity	Upon entry, you will briefly describe your role as an inclusive teacher on either a ready-made template or blank paper. When done, you will post your work anywhere on the wall in class
<b>Assignment</b>	In-Class Assignment: Definitions Placemat Activity	
		Read Chapter 1. Additional resources on OWL.
<b>Reading</b>	Week 1 Materials & Readings	Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.
<b>Quiz</b>	Week 1 Textbook Knowledge Check	Based on Chapter 1. For each incorrect answer in the quiz, students will be directed to the textbook section with the correct answer, and submit a rationale as to why this answer was a better choice.

## Week 2: Teacher's Role in Inclusive Classroom

GQ: What role does the teacher have in the Individual Education Plan & Identification, Placement, Review Committee process?

Understand the “ADAPT” method of evaluating the fit between your students and the classroom.

Utilize some tools to organize your knowledge about your students (e.g., Inventories, Student & Class profiles).

Understand how to navigate through the Special Education Guide.

Understand Ontario's identification process and the Individual Education Plan

## Learning Activities

Type	Name	Description
<b>Interactive Lecture</b>	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included
<b>Practice</b>	IEP Scavenger Hunt	
<b>Discussion</b>	Intro Profile Study	
<b>Case Study</b>	Profile Study II	Video in class; class & student profiles
<b>Reading</b>	Week 2 Materials & Readings	Read Chapter 2 (pp. 30-54). Additional resources on OWL. Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.
<b>Quiz</b>	Week 2 Textbook Knowledge Check	Based on chapter 2. For each incorrect answer in the quiz, students will be directed to the textbook section with the correct answer, and submit a rationale as to why this answer was a better choice.

## Week 3: Learning & Behaviour Exceptionalities

GQ: What are the strengths and needs of students with Learning and Behavioural Exceptionalities?

Explain some characteristics of Learning disabilities, ADHD & Behavioural Exceptionalities.

Describe some teaching approaches to support these students in the classroom.

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Interactive Lecture</b>	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included
<b>Writing</b>	Alternate Activity	Video study and write a reflection note in response to the study. This activity is optional (an alternate activity to the online simulation)
<b>Simulation</b>	Online simulation	You will need an electronic device and headphone to be able to access online activity in class
<b>Discussion</b>	Profile Study	You will do student profile through in-class video activity with an understanding of student with an exceptionality. You also will critically analyze and discuss the information of a selected student determining how the IEP supports their learning and why specific teaching approaches are applicable
<b>Reading</b>	Week 3 Materials & Readings	Read Chapter 3 (pp. 56-89). Additional resources on OWL.  Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.
<b>Quiz</b>	Week 3 Textbook Knowledge Check	Based on chapter 3.  For each incorrect answer in the quiz, students will be directed to the textbook section with the correct answer, and submit a rationale as to why this answer was a better choice.

## **Week 4: Intellectual Disabilities & Autism**

GQ: What are the strengths and needs of students with Intellectual Disabilities and Autism?

Describe the characteristics of Intellectual Disabilities and Autism

Explain some teaching approaches to support these students in the classroom.

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Interactive Lecture</b>	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included

## Learning Activities

Type	Name	Description
Case Study	Case Study: Social Story Lesson	As a team, you create a lesson plan with one learning goal and produce a student with autism's simple short story (min. 2 pages)
Practice	SMART Goal(s)	As a team, you will write learning goals in a lesson plan
Reading	Week 4 Materials & Readings	Read Chapter 4 (pp. 90-115). Additional resources on OWL. Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.
Quiz	Week 4 Textbook Knowledge Check	Based on chapter 4. For each incorrect answer in the quiz, students will be directed to the textbook section with the correct answer, and submit a rationale as to why this answer was a better choice.

## Week 5: Communication, Physical, & Chronic Health

GQ: What are the strengths and needs of students with Communication, Physical, and Chronic Health exceptionalities?

Explain some characteristics of students with Communication, Physical or Chronic Health Exceptionalities

Describe some teaching approaches to support these students in the classroom.

## Learning Activities

Type	Name	Description
Interactive Lecture	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included

## Learning Activities

Type	Name	Description
Assignment	Multiple in-class assignments	1) JigJaw Puzzle Activity: Speech/Language Disorders
		2) Case Study/Writing Reflection: Relevant strategies
		3) Teacher Resource(s) Evaluation: Chronic Health Conditions
Reading	Week 5 Materials & Readings	Read Chapter 5 (pp. 116-154). Additional resources on OWL.
		Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.
Quiz	Week 5 Textbook Knowledge Check	Based on chapter 5. For each incorrect answer in the quiz, students will be directed to the textbook section with the correct answer, and submit a rationale as to why this answer was a better choice.

## Week 6: Universal Design for Learning, Differentiated Instruction, Assessment 1

GQ: How can UDL and DI be used to create an inclusive classroom?

Identify the principles of UDL

Describe how UDL can provide greater access to the curriculum for ALL students

## Learning Activities

Type	Name	Description
Interactive Lecture	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included
Case Study	Potential Case Study	
Assignment	UDL Principles	Identify, Describe and Ground through research and gallery walk activities

## Learning Activities

Type	Name	Description
		Read Chapter 8 (pp. 224-258). Additional resources on OWL.
<b>Reading</b>	Week 6 Materials & Readings	Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.

## Week 7: Universal Design for Learning, Differentiated Instruction, Assessment 2

GQ: How can UDL and DI be used to create an inclusive classroom?

Identify the features of DI

Describe the relationship between UDL & DI

Explain different DI structures that you could use in your practice.

## Learning Activities

Type	Name	Description
<b>Interactive Lecture</b>	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included
<b>Assignment</b>	DI Assessments	Explore and evaluate chosen structures as per general assessments
<b>Class Meeting</b>	DI: Real-Life Examples	To share previous teaching or practicum experience; offer solutions while exploring teaching-related challenges. UDL may be included
<b>Study / Prep</b>	In-Class Task: Final Assignment	A team opportunity to work on a final assignment in class
<b>Case Study</b>	Potential DI Case Study	DI assessment related Reflection may be included
		Read Chapter 9 (pp. 259-282). Additional resources on OWL.
<b>Reading</b>	Week 7 Materials & Readings	Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.



## Week 8: Inclusive Teaching Strategies

GQ: What inclusive teaching strategies are effective in supporting students with exceptionalities?

Explain the importance of building rapport and developing learning skills & social competencies.

Describe how assistive technology can support student learning

### Learning Activities

Type	Name	Description
<b>Interactive Lecture</b>	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included
<b>Case Study</b>	Case Study: Inclusive Strategies	Offer relevant strategies to specific case stud(ies) re: <ul style="list-style-type: none"><li>• Through the Barriers</li><li>• Around/Over the Barriers</li></ul>
<b>Interactive Lecture</b>	Debate	Identify pros and cons of having specific strategies through debate
<b>Study / Prep</b>	In-Class Task: Final Assignment II	If time permits, a team may continue to work on their final assignment in class
<b>Discussion</b>	Inclusive Strategies - Mindsets	
		Read Chapter 10 (pp. 283-311). Additional resources on OWL.
<b>Reading</b>	Week 8 Materials & Readings	Hutchinson, N. & Specht, J. (2019). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (6th ed.). Toronto, Canada: Pearson.

## Week 9: Teaching for Diversity

GQ: how can diverse backgrounds can intersect with exceptionalities?

Apply principles of ADAPT, UDL and DI to the diverse classroom

Explain how culturally responsive teaching can increase inclusion

## Learning Activities

Type	Name	Description
<b>Discussion</b>	4-Corner Reflection	
<b>Interactive Lecture</b>	Active Participation	Questions/Answers - similar to class and small group discussions. Online games may be included
<b>Discussion</b>	Class contributions	Share knowledge and experience including anticipations with class
<b>Writing</b>	Final Entry Activity	Prior to entry, you will briefly (re)describe your role as an inclusive teacher on either a ready-made template or blank paper. When done, you will compare it with your previous work posted on the wall in class
<b>Reading</b>	Week 9 Materials & Readings	Chapter 6 (pp. 155-190) Additional resources on OWL.

## Assessment Activities

Type	Name	Description
<b>Summative Assessment</b>	Due Wk 9: Final Assignment	<p>If you are in a team of three: Your team sources or creates a lesson plan. The team identifies 3 principles of UDL in the lesson plan and how it would support ALL students in the class. Your team identifies and justifies where on the DI Implementation Continuum the lesson falls. You propose changes that would move the lesson plan farther along the continuum. For one assigned IEP, the team describes the characteristics of the exceptionality. They describe how the accommodations as provided in the IEP may apply in the lesson, they explain whether the learning expectations would need to be modified, and explain how the student would be fully included in the lesson. If applicable, the team identifies how assistive technology is used in the lesson (either as UDL, DI or an accommodation) and justifies a rationale for their choice. Candidates may choose their response format (written, or video). (assignment sheet has more details)</p>
		<p>If you are in a team of four: Your team sources or creates a lesson plan. The team identifies 3 principles of UDL in the lesson plan and how it would support ALL students in the class. Your team identifies and justifies where on the DI Implementation Continuum the lesson falls. You propose changes that would move the lesson plan farther along the continuum. For two assigned IEP, the team describes the characteristics of the two exceptionalities. They describe how the accommodations as provided in the IEPs may apply in the lesson, they explain whether the learning expectations would need to be modified, and explain how the students would be fully included in the lesson. If applicable, the team identifies how assistive technology is used in the lesson (either as UDL, DI or an accommodation) and justifies a rationale for their choice. Candidates may choose their response format (written, or video). (assignment sheet has more details)</p>

## Assessment Activities

Type	Name	Description
<b>Reading</b>	Ongoing: Weekly Readings	Ongoing weekly readings throughout course.
<b>Final</b>	Team's Final Assignment Due	Online/In-person submission
<b>Formative Assessment</b>	Weekly Activities	An important component of the course is active participation. Each week the instructor will engage the class with different activities and will ask for work submission (either individual or in groups). Student participation in these activities will be recorded by the instructor. Feedback may take the form of a written or oral class debrief.

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## This course meets the following Course Outcomes:

Understand inclusive practice and apply it to the classroom

Understand the teacher's responsibilities in an inclusive classroom

Understand the characteristics, strengths, and needs of various exceptionalities, to support all students in the classroom

Examine, and apply various teaching strategies and tools that support all students including those with exceptionalities in the classroom (e.g. UDL, DI, ADAPT, profiles)

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)