

EDUC 5480

Introduction to Teaching Students with Exceptionalities

Instructor:

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Schedule:

Section 001: Wed/Thur
2:30PM-4:30PM,
Room: 2042

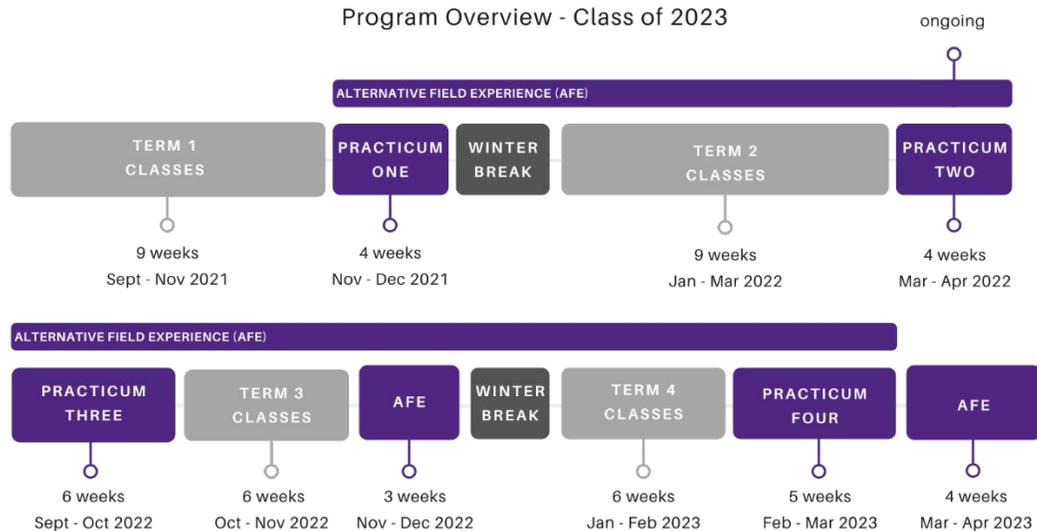
Section 002: Wed/Thur
4:30PM-6:30PM,
Room: 2042

Program Context:

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

BACHELOR OF EDUCATION

Program Overview - Class of 2023



Syllabus Report

Introduction to Teaching Students with Exceptionalities (EDUC 5480)

Course Description: Students will critically understand various conceptions of education for students with exceptionalities and apply these to problems of practice. Common exceptionalities will be examined with respect to psychological characteristics, assessment, interventions, and program accommodations and modifications. Models of delivering services and the individual educational plan will be examined. 4 hours per week, second term, .5 credit

In Ontario, approximately 80% of students with exceptionalities are taught in regular classrooms for at least 50% of the day. The 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 inclusive classrooms.

Course Materials:

Required Text:

Hutchinson, N. L. & Specht, J. A. (2020). Inclusion of learners with exceptionalities in Canadian schools: A practical handbook for teachers (6th ed.). Pearson.

Ministry of Education Resources:

Ontario Ministry of Education. (2010). Growing success: Assessment, evaluation and reporting in Ontario schools. Retrieved at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2013). Learning for all: A guide to effective assessment and instruction for all students, kindergarten to grade 12. Retrieved at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Ontario Ministry of Education (2017). Special education in Ontario: Kindergarten to

grade 12 policy and resource guide.

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Course Credits: 0.5

Number of Weeks: 9

Week 1: Introduction & Assessment

Candidates understand assessment and the role it plays in learning for students with exceptionalities

Candidates can explain the current state of Inclusive Education in Canada

Candidates understand how educators facilitate inclusion in their schools and classrooms.

Candidates can name and briefly define the three types of assessment

Candidates can explain why assessment for and as learning are critical for student achievement

Candidates can define and provide examples of inclusion

Candidates can categorize the exceptionalities in Ontario

Learning Activities

Type	Name	Description
Discussion	Week 1 Group Work	Introduce yourselves Share and discuss your examples of Exclusion, Segregation, Integration and Inclusion with your group members .
Reading	Week 1 Materials & Readings	Prepare for Class: Chapter 1 Hutchinson and Specht Use in Class: Learning for All Special Education in Ontario Schools Growing Success .

Week 2: Teacher's Role

Candidates understand profiles of learners

Candidates understand the importance of collaboration with Colleagues

Candidates are introduced to collaboration with Parents

Candidates can explain assessment for learning guides the instructional decisions for class and for individual students

Candidates know who the school team members might be and the roles that they play in supporting students with special education needs

Candidates can list a variety of ways to get to know learners

Candidates can identify examples of tiered intervention strategies

Candidates can connect personal experiences in working with students with special education needs, to this week's content

Learning Activities

Type	Name	Description
Discussion	Week 2 Group Work	Collaboration with school team Student and class profiles .
	Week 2 Materials & Readings	Prepare for Class: Chapter 2 Hutchinson and Specht Use in Class: Learning for All .
Formative Assessment	Week 2 Out of Class Assignment (see OWL)	Read the letter to Andrew in the Focus on Families box. What was your reaction? Discuss why it is important to understand the perspective of parents of the children in your class. Why is your role as a classroom teacher so important in identifying the needs of students, identified as exceptional, especially students with high-incidence exceptionalities such as learning disabilities .

Week 3: IEP's & Behavioural Exceptionalities

Candidates can interpret an Individual Education Plan (IEP)

Candidates understand how IEPs support student learning

Candidates understand their role in developing and implementing IEPs

Candidates can explain factors that contribute to challenging behaviours in a classroom

Candidates can explain universal strategies that can be implemented to support students with challenging behaviours

Candidates understand how assessment information is used to guide programming decisions

Candidates are familiar with strategies to prevent and respond to challenging behaviours

Candidates can locate the 14 Standards for Individual Education Plans in Ontario, within a sample IEP

Candidates can provide a description of a sample student's learning profile and special education program by reading their IEP

Candidates can define accommodations, modifications and alternative expectations

Learning Activities

Type	Name	Description
Discussion	Week 3 Group Work	IEP - Teacher's role in developing and implementing strategies for working with challenging behaviours .
Reading	Week 3 Materials & Readings	Prepare for Class: Chapter 2 (IEP) & 3 Hutchinson and Specht Use in Class: Part E Special Education in Ontario .
Formative Assessment	Week 3 Out of Class Assignment (see OWL)	Read the opening vignettes in Chapter 3. Which of the characteristics of each student are most likely to affect learning and participation in the regular classroom? What learning needs are implied by these characteristics? And what strengths? Think back to your placement. Were there any students that displayed challenging behaviours? From the information in Chapter 3, explain why it is necessary to understand the reasons underlying student behaviour. As a classroom teacher, how could you determine this information and what can you do with it? .

Week 4: Various Learning Abilities & Gifted

Candidates can explain characteristics of individuals with Learning Disabilities

Candidates understand how educators support academic and executive functioning needs of students with Learning Disabilities in their classroom

Candidates and interpret and explain the characteristics of individuals identified as Gifted

Candidates understand how educators support students with gifts and talents in their classroom

Candidates are familiar with common myths associated with students who have a Learning Disability

Candidates can determine strategies that will help students with Learning Disabilities reach their full potential

Candidates are familiar with common myths associated with students who are Gifted

Learning Activities

Type	Name	Description
Discussion	Week 4 Group Work	Define learning disability; gifted Strategies for Academic Subjects Strategies for Executive Functions Strategies for Differentiating Learning .
Reading	Week 4 Materials & Readings	Prepare for Class: Chapter 3 Hutchinson and Specht. .
Formative Assessment	Week 4 Out of Class Assignment (see OWL)	Visit the Learning Disability Association of Ontario website. A specific resource “Snapshots” investigates a variety of topics about learning and LDs (http://www.ldao.ca/introduction-to-ldsahd/snapshots/). Pick one of the snapshots to discuss. How can this information help you as a teacher of students with learning disabilities? Look at the enrichment strategies in Table 3.3. Which one would you find most challenging to implement as a classroom teacher and why? Which one would you find easy to implement and why? Could you see using any of these strategies for other students in your class? Explain your answer. .

Week 5: Various Intellectual Abilities & Autism

Candidates can explain characteristics of individuals with Intellectual Disabilities

Candidates understand how educators support students with Intellectual Disabilities in their classroom

Candidates can explain the characteristics of individuals with Autism

Candidates understand how educators support students with Autism in their classroom

Candidates are familiar with ways to differentiate instruction to support students with Intellectual Disabilities in the classroom

Candidates can explain 4 Functions of Behaviour

Candidates can use information derived from a Functional Behaviour Analysis to create a plan that will change behaviour and teach new skills using Applied Behaviour Analysis strategies

Learning Activities

Type	Name	Description
Discussion	Week 5 Group Work	Define Intellectual Disability, Autism Discuss Modification and Alternative programming Functional Behaviour Assessment Social Strategies .
Reading	Week 5 Materials & Readings	Prepare for Class: Chapter 4 Hutchinson and Specht .
Formative Assessment	Week 5 Out of Class Assignment (see OWL)	Read the document Down Syndrome and You www.dsaso.org/files/Down_Syndrome_and_You.pdf , written for young people with Down syndrome. How could you use it to help a person with Down syndrome to gain self-knowledge? To help other students understand a classmate with Down syndrome. A typical statement is that if you have met one student with ASD, you have met one student with ASD. This is meant to say that all children are different. However, we do know that people labelled with ASD have some similar characteristics. Thinking of these broad characteristics, what questions might you ask a former teacher, a parent, and the child to get to know the child better? .

Week 6: Communication, Physical and Chronic Health Conditions

Candidates can explain how educators support students with Communication, Physical and Chronic Health conditions in their classroom

Candidates can interpret and explain various health conditions that may impede learning and how educators can support student efficacy

Candidates understand the importance of considering the perspectives of the parents of the students with Communication, Physical and Chronic Health conditions in class

Candidates know who to reach out for support in meeting the needs of students with complex needs (i.e. who might be on the team)

Candidates know how the Universal Design for Learning framework makes learning accessible for all

Candidate can describe characteristics of students with Fetal Alcohol Spectrum Disorder

Candidates identify strategies to support inclusion of students with Fetal Alcohol Spectrum Disorder

Candidates are able to define the 3 Principles of UDL (CAST)

Candidates are able to apply UDL principles to a learning goal and activity

Learning Activities

Type	Name	Description
Discussion	Week 6 Group Work	What is Communication? Nervous System Impairments Fetal Alcohol Spectrum Disorder Health Conditions .
Reading	Week 6 Materials & Readings	Prepare for Class: Chapter 5 Hutchinson and Specht .

Learning Activities

Type	Name	Description
Formative Assessment	Week 6 Out of Class Assignment (see OWL)	You have an in-school team meeting for a student who has been identified with one of the conditions in Chapter 5. Choose one of these communication, physical, or chronic health conditions. The team includes you (the classroom teacher) a resource teacher, a principal and a parent. Based on the information in the chapter, what might each participant contribute to develop a systematic approach to differentiating teaching and ensuring social participation of the student. What does the final plan look like?

Week 7: UDL, Differentiated Learning & Assessment

Candidates understand the UDL framework make learning accessible for all?

Candidates can accurately explain the differences between DI and UDL.

Candidates can name explain the different types of assessment and their purposes.

Candidates can accurately pinpoint assessment strategies that support UDL and DI?

Candidates are able to plan using a Backwards Design process

Candidates can explain various ways to assess student knowledge, understanding and learning

Candidates understand where assessment fits in the Backwards Design process

Candidates can define Differentiated Instruction

Candidates can explain the role that assessment plays in student achievement

Learning Activities

Type	Name	Description
Formative Assessment	Week 7 Out of Class Assignment (see OWL)	<p>Choose one of the opening cases of Ms. Ash, Hema, or Sally. (See OWL) Answer the following questions related to the case.</p> <p>a) How have the classroom teachers compared the strengths and needs of the student (Samuel, Hema or Sally) with the demands of the classroom?</p> <p>b) How have these teachers considered the perspectives of and consequences for others as well as for Hema, Samuel, or Sally?</p> <p>c) Are these differentiations beneficial to students other than Sally, Hema, or Samuel? How?</p> <p>.</p>
Discussion	Week 7&8 Group Work	<p>UDL - Multiple Means of Engagement, Representation, and Action and Expressions</p> <p>How does classroom assessment inform instruction especially in relation to differentiating?</p> <p>Time to work on group project related to UDL.</p> <p>.</p>
Reading	Week 7&8 Materials & Readings	<p>Prepare for Class: Chapter 8,9 Hutchinson and Specht</p> <p>Use in Class: Learning for All Special Education in Ontario Schools Growing Success</p> <p>.</p>

Week 8: UDL, Differentiated Learning & Assessment (continued from Week 7)

Continuation of Week 7 content

Learning Activities

Type	Name	Description
Discussion	Week 7&8 Group Work	<p>UDL - Multiple Means of Engagement, Representation, and Action and Expressions</p> <p>How does classroom assessment inform instruction especially in relation to differentiating?</p> <p>Time to work on group project related to UDL.</p> <p>.</p>

Learning Activities

Type

Name

Description

Reading

Week 7&8
Materials &
Readings

Prepare for Class:
Chapter 8,9 Hutchinson and Specht

Use in Class:
Learning for All
Special Education in Ontario Schools
Growing Success

Formative
Assessment

Week 8 Out
of Class
Assignment
(see OWL)

Read “Cartoons, an Alternative Learning Assessment” by Youngjin Song and her colleagues, published in Science Scope (available in OWL). Discuss how to put this alternative assessment strategy into practice in the classes and subjects you teach.

Refer to Figure 9.6 – How to adapt classroom tests while constructing them. Think of your own teaching – go through each of the 10 ways to adapt objective tests and discuss how you can do that OR what you might have to do in order to adapt.

Week 9: Social Relations & Transitions

Candidates understand and can assume the role of the educator in ensuring social and academic inclusion of students with disabilities

Candidates as educators can support transitions for students with disabilities

Candidates can execute specific strategies that they should implement to ensure social and academic inclusion of students with disabilities

Candidates understand how to support transitions for students with disabilities

Candidates know the importance of collaboration with families and other team members in planning for student transitions

Candidates can identify various types of transitions that students will experience throughout their academic career

Learning Activities

Type

Name

Description

Reading

Week 9
Materials &
Readings

Prepare for Class:
Chapter 10, 11 Hutchinson and Specht

Learning Activities

Type	Name	Description
Formative Assessment	Week 9 Out of Class Assignment	Read the chapter 10 vignettes of Val and Lynn. What could you do as a classroom teacher to help meet the social and friendship needs of Val and Lynn?
		Chapter 11 discusses the transition of students. Think of your role as the classroom teacher. Why is it important for you to be aware of issues associated with transitions big or small?

Assessment Activities

Type	Name	Description
Summative Assessment	Due March 11: Group Culminating Assignment	<p>A culminating group assignment related to UDL will be submitted. Students will consolidate their learning by developing a plan to teach and assess all students in their inclusive classroom.</p> <p>Information and detail will be provided in class and posted on OWL.</p>

Assessment Activities

Type	Name	Description
Formative Assessment		Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material before class on Wednesday. These assignments are to provide an understanding of basic concepts and ideas in preparation for class and to reflect on connections between the material and personal experiences and beliefs.
	Due Weekly*: Out of Class Independent Assignments	To get full credit, students need to integrate readings, videos, material, and practical implications. Due dates are January 12, 19, 26, February 2, 9, 16, March 2, 9, 2022.
		Students who miss class due to illness or family emergencies or prior approval of the instructor will have the opportunity to submit the reflection material by email before the next class. *While 8 assignments are provided, students are required to only complete 6 for submission.
		Full information is posted in OWL.
Formative Assessment	Due Weekly: In-Class Activities and Assignments	Students will participate in large and small group discussions related to weekly topics. The goal of these activities and assignments will be to reflect on and extend one's thinking, knowledge and understanding regarding scenarios related to inclusion of students with exceptionalities. Attendance in class is necessary in order to participate in these activities, receive feedback from peers and/or the instructor and to self assess one's own growth towards the learning goals.

This course meets the following Course Outcomes:

Assessment & Intervention: Candidates learn assessment strategy and the role it plays in learning. How are students with exceptionalities assessed for interventions and resources?

Who Is On Your Team?: Exploration of the various people and professionals to help teachers create inclusive and effective learning environments for students with exceptionalities. I.e. Parents, psychologists, resource staff, community groups, etc.

Classroom Management: Accommodation, Modification, IEP's, Transitions: Candidates will be able to fulfill the various needs described on IEP's. They will understand how to the differences between modification and accommodation, and adapt the classroom to create an inclusive and effective learning environments for all learners.

Physical and Intellectual (Dis)Abilities: A range of learner abilities are explored in order to ensure the candidate has the skills and ability to meet the needs of every student.

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

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



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca