

SANTA CLARA UNIVERSITY
Department of Education
School of Education, Counseling Psychology and Pastoral Ministries

INCLUSIVE EDUCATIONAL PRACTICES
(ED 223)

Spring 2007

Instructor: Gail Gitt, M.A.
Office: Bannan 309
Phone: 551-1933
Email: ggitt@mac.com

Office Hours: One hour before class and by appointment

COURSE DESCRIPTION:

This course is designed to give prospective teachers an understanding of the theories and best practices of including students with special needs in the general education setting.

REQUIRED TEXT:

Salend, Spencer J., CREATING INCLUSIVE PRACTICES: Effective and Reflective Practices. (5th Edition), New Jersey: Merrill Prentice Hall, 2004.

OBJECTIVES:

Through interrelated activities in program coursework and fieldwork, individuals completing this course should be able to:

- a.) demonstrate understanding of the history and the laws that govern special education, including the Individuals with Disabilities Education Act (IDEA), and the general education teacher's role and responsibilities in developing and implementing Individual Education Plans (IEP),
- b.) Identify characteristics, causes and prevalence of the following exceptionalities: mental retardation, learning disabilities, attention deficit disorders, emotional and behavioral disorders, communication disorders, autism, traumatic brain injuries, hearing and visual impairments, physical and health disabilities, second language learners and students who are gifted
- c.) demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of diverse student in order to identify students for referral
- d.) demonstrate an understanding of the referral process for special education
- e.) demonstrate differentiated teaching strategies, instructional materials, assistive technologies and grading modifications to accommodate the needs of exceptional learners
- f.) demonstrate a knowledge of ways to work interactively with other education professionals including different service delivery models such as consultation, collaboration and co-teaching to provide exceptional students access to the core curriculum and
- g.) apply effective instruction and behavior management techniques for facilitating the social integration of student with special needs who are included in general education classrooms.

COURSE REQUIREMENTS:

- 1.) Students are expected to attend each class on time.
- 2.) Required assignments are to be submitted on time.
- 3.) Students will complete required reading.
- 4.) Students will complete a case study and lesson plans.
- 5.) Students will maintain a binder with all completed assignments, quizzes, tests and projects.
- 6.) Students will participate in classroom activities.

TENTATIVE COURSE ACTIVITIES:

1. Each student will interview a practicing resource specialist, special day class teacher, speech therapist, psychologist, administrator or other on-site support provider, parent and will present/discuss the findings with the class. The interview should include, but not be limited to:
 - The role of each individual in the school setting
 - Their role in the referral process.
 - Their role/responsibility in working with the mainstream/and or RSP teacher respectively (the emphasis should be on curriculum modification and classroom management)
 - Coordinating services, working collaboratively to provide services to students
 - Monitoring/contributing to the IEP process
 - Developing a positive classroom environment to promote success for all
 - Parent education/information/resources for parents
2. Each student will complete a case study of a child with an identified Disability. This child should be of the same age/grade level that the author is teaching or wishes to teach.
3. Each student will complete two lesson plans that are age/grade level Appropriate to author's current teaching level or future teaching level.

COURSE EVALUATION: A final grade will be based upon student's performance in the following areas.

1. Class attendance and participation
2. Interview/presentation/reflection papers
3. Case study and lesson plans
4. Weekly Quizzes and Final Exam