

Class and Lecturer Information

Course: Teaching Students with Special Needs in the General Education Classrooms

Days: Wednesdays 10:15am – 12:15pm and Friday 2:15 – 4:15pm

Number of credits: 2

Number of hours: 30

Room: ED 3

Lecturers:

Ms. Andrene Nelson.

Mrs. Nordia Antwine-Wint

Mrs. Keisha Waller

Miss Nattalie McKenzie

Consultation hours:

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Reading Resources

Smith, T. E., Pollaway, E., Patton, J. & Dowdy, C. (2012). *Teaching students with special needs in inclusive settings*. Pearson Education

Heward, W. L. (2009), *Exceptional children: An introduction to special education*. (ninth edition) Upper Saddle River, NJ: Prentice Hall

Smith, D. D. (2010). *Introduction to special education: Making a difference*. (7th edition). Boston: Allyn and Bacon.

Turnbull, A., Turnbull, R., Shank, M & Leal D. (2009). *Exceptional lives: Special education in today's schools*. (6th Ed.). Upper Saddle River, NJ: Prentice Hill.

Hallahan, D. P., Kauffman J. M. & Pullen, P.C. (2011). *Exceptional learners: An introduction to special education* (12th Edition). Prentice Hall.

Dixon, M. & Matalon, B. (2009). *Exceptional Students in the Classroom*.

Dettmer, P., Thurston, L. A., Knackendoffel, A. & Dyck, N. J. (2009). *Collaboration, consultation and teamwork: For students with special needs*. Upper Saddle River, NJ: Pearson Education.

Meredith, M. A. (2004). *Guidelines for identification and referral: A handbook for principals and teachers*. Ministry of Education, Jamaica, WI.

Course Description

This course seeks to provide teachers in the general education classroom with knowledge and skills and disposition, needed to work with students with special learning needs in their classrooms. Student-Teachers will be exposed to the characteristics of various exceptionalities as well as strategies for modification, accommodation and instruction. The course also explores collaboration with parents and professional in the education of children with special needs.

Instructional Processes

Differentiated instructions based on intelligences and cognitive abilities, collaborative tasks, interactive lectures, interactive presentations, class discussions, research, simulations, observation in special schools/inclusive settings.

Summary of Content

Unit 1: Introduction and Overview

Specific Objectives

Student should be able to:

1. Identify and describe various factors that contribute to diversity in the classroom
2. Differentiate between the terms disability, handicap, and impairment
3. Use appropriate terminology when referring to persons with special needs
4. Understand the rights of persons with disabilities in Jamaica
5. Become aware of the tenets of the National Disability Act/ Policy
6. Recognize the function of the Special Education Unit in the Ministry of Education
7. Explore the philosophy of Inclusion

Unit 2: Exceptionalities in the Jamaica Classrooms

Specific Objectives

Student should be able to:

1. Define various exceptionalities
2. Describe indicators that may suggest that a child may have a particular exceptionality
3. Identify characteristics of learners with different exceptionalities
4. Describe accommodations and modifications that can be used to facilitate learners with different exceptionalities in the classroom

Unit 3: Strategies for Learners with Special Needs

Specific Objectives

Student should be able to:

1. Explore the principles of Universal Design for Learning
2. Analyze a given skill
3. Demonstrate various teaching approaches used with students with special needs
4. Develop differentiated lessons which accommodate the needs of various learners
5. Understand the purpose, components and process of developing an IEP
6. Participate in the development of an IEP

Unit 4: Collaboration and Consultation

Specific Objectives

Students should be able to:

1. Evaluate different models of collaboration in inclusive settings
2. Describe different ways of collaborating with families of children with special needs
3. Demonstrate how to effectively conduct of parent conference with a parent of a child with special learning needs
4. Describe the role of the parent in the IEP process
5. Explain the referral process
6. Generate a list of agencies which provide services to children with special needs in Jamaica

Topic Schedule and Reading Assignments

Table 1

Topic Schedule and Reading Assignments

Dates	Topics	Due dates	Weighting	Reading Assignments
Week 1	Unit One: Introduction and Overview <ul style="list-style-type: none">• Course Overview• Overview of Coursework Assignments• Overview of Expectations Content: <ul style="list-style-type: none">➤ Diversity in the Classroom➤ Identifying Exceptionalities➤ Definition of the Concepts: (special education, impairment, disability, handicap, exceptionalities, handicap)➤ Person First Language- Labelling			(Readings/Tasks for Wk. 2) -Compile a Glossary of Terms related to Special Needs. -Rights of Persons with Disabilities (See The Conventions on the Rights of the Child) -Role of Special Education Unit in the Ministry of Education -The National Policy for Persons with Disabilities (2000) -National Disability Act (2014)

Week 2	Unit One: Introduction and Overview Content: <ul style="list-style-type: none"> ➤ Rights of Persons with Disabilities ➤ The National Policy for Persons with Disability and The National Disability Act ➤ Special Education Unit in the Ministry of Education 			Research/Task: (In preparation for wk. 4) -Practice of Inclusion - what does it mean? -Principles of Effective Inclusion- what are these? Identify schools that facilitate this practice of inclusion. What is IEP? What is differentiated instruction? What is the difference between accommodation and modification?
Week 3-4	Unit One: Introduction and Overview Content: <ul style="list-style-type: none"> ➤ The Practice of Inclusion Related Concepts: <ul style="list-style-type: none"> -Mainstreaming -Least Restrictive Environment -IEP -Specialized Services/Special Service Providers -The Referral Process -Accommodation and Modification -Strategies in the inclusive classrooms -Differentiated Instruction 			Research: What is Collaboration? Models of Collaboration used in the Inclusive classrooms: <ol style="list-style-type: none"> 1) Lead teacher model 2) Station teaching 3) Parallel teaching 4) Alternative teaching 5) Team teaching What are the advantages and disadvantages of each? What is Consultation? There may also be the need to collaborate and consult with local agencies/organizations. What are some of the local agencies/organizations that work with persons with special needs?
Week 5-6	Unit Four: Collaboration and Consultation Content:			

	<p>➤ Models of Collaboration:</p> <p>(Parallel Teaching, Alternative Teaching , Lead Teacher Model, Station Teaching, Tag/Team Teaching)</p>			
	<p>Unit Four: Collaboration and Consultation</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Working with Families and other Stakeholders. ➤ Local Agencies and Organizations that work with persons with special needs ➤ Collaboration and consultation throughout the referral process <p>(Parent conferences, Observations/anecdotal records and IEP meetings).</p> <ul style="list-style-type: none"> ➤ Individualized Education Plan ➤ Creating the IEP based on Students' Needs ➤ Creating Differentiated Lessons using the IEP. 			
Week 7	<p>Unit Two: Exceptionalities in the Jamaican Classrooms</p> <p>Content: Explore the definition, causes, characteristics, accommodations and/or modifications for the following exceptionalities:</p> <p>Exceptionalities to be Explored: Cognitive</p> <ol style="list-style-type: none"> 1. Gifted & Talented 2. Intellectual Disabilities 3. Learning Disabilities <p>Revision of Presentations and General Feedback.</p>			<p>In-Class Presentations –March 8 & 10, 2017. Three (3) presentations per class.</p>
Week 8	<p>Unit Two: Exceptionalities in the Jamaican Classrooms</p> <p>Exceptionalities to be Explored: Behaviour</p> <ol style="list-style-type: none"> 4. Autism Spectrum Disorder 5. Emotional/Behavioural Disorders 			<p>In-Class Presentations Three (3) presentations per class.</p>

	6. Attention Deficit Hyperactivity Disorders/Attention Deficit Disorder (ADHD/ADA) Revision of Presentations and General Feedback.			
Week 9	Unit Two: Exceptionalities in the Jamaican Classrooms Exceptionalities to be Explored: Sensory and Physical 7. Hearing Impairment 8. Visual Impairment 9. Physical Disabilities Revision of Presentations and General Feedback.			In-Class Presentations Three (3) presentations per class.
Week 10	Exceptionalities in the Jamaican Classrooms Exceptionalities to be Explored: Physical 10. Health Impairment Revision of Presentations and General Feedback.			In-Class Presentations
Week 11-12	Unit 3: Strategies for Learners with Special Needs Content: <ul style="list-style-type: none"> ➤ Universal Design of Learning (UDL) ➤ Teaching Approaches <ol style="list-style-type: none"> 1. Direct Instruction 2. Differentiated instruction 3. Multisensory Teaching 4. Task Analysis/Error Analysis 5. Peer/Class wide Peer Tutoring ➤ Accommodations for Assessment Strategies for Learners with Special Needs <ul style="list-style-type: none"> ➤ Creating Differentiated Lesson Plans Content: -Content -Process			.

	-Product			
Week 13	Course Summation			Assignment # 2 (Portfolio)- Due Tuesday April 25, 2017

Lecturers' Name, Department: Andrene Nelson, Keisha Waller, Nordia Antwine-Wint and
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The Education Department

Shortwood Teachers' College

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