

Class and Lecturer Information

Course: Teaching Students with Special Needs in General Education Classroom

Days: Tuesdays, Wednesdays and Fridays

Number of credits: 2

Number of hours: 30

Room: ED 5

Lecturer: Mrs. Renee Brown, Ms. Kaydian Armstrong, Mrs. Claudia Jack and
Ms. Shelly-Ann Morrison

Office hours: Thursdays 1: 00 p.m. – 3:00 p.m.

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Reading Resources

Dixon, M. & Matalon, B. (1999). *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.

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

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.

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

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.

Course Description

This course seeks to provide teachers in the general education classroom with knowledge and skills and disposition, needed to working 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 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 Terms (impairment, disability, handicap, exceptionalities, handicap)➤ Person First Language- Labelling			-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 -National Policy for Persons with Disabilities

Week 2	<p>Unit One: Introduction and Overview</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Rights of Persons with Disabilities ➤ The National Disability Act/Policy ➤ Special Education Unit in the Ministry of Education 			<p>Research:</p> <p>Practice of Inclusion- what does it mean.</p> <p>Identify schools that facilitate this practice.</p>
Week 3	<p>Unit One: Introduction and Overview</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ The Practice of Inclusion <ul style="list-style-type: none"> -Mainstreaming -Least Restrictive Environment 			<p>Research:</p> <p>Models of Collaboration used in the Special Education classrooms</p>
Week 4	<p>Unit Four: Collaboration and Consultation</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Models of Collaboration: <p>(Parallel Teaching, Alternative Teaching , Lead Teacher Model, Station Teaching, Tag/Team Teaching)</p>			<p>Submission of first Reflection based on Unit 1 for feedback.</p>
Week 5	<p>Unit Four: Collaboration and Consultation</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Working with Families and other Stakeholders. <p>(Parent conferences, Observations/anecdotal records and IEP meetings).</p>			
Week 6	<p>Unit 2: Exceptionalities in the Jamaican Classrooms</p> <p>Content:</p> <p>Explore the definition, characteristics, accommodations/modifications for the following exceptionalities:</p> <p>Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Learning Disabilities 2. Intellectual Disabilities 			<p>Assignment # 1-Oral and Visual Presentations</p> <p>In-Class Presentations</p> <p>Two (2) presentations per class.</p> <p>NB: Depending on the size of each class, it is suggested that students work in either groups of 3's or 4's.</p>

Week 7	<p>Unit 2: Exceptionalities in the Jamaican Classrooms</p> <p>Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Gifted & Talented 2. Emotional/Behavioural Disorders) 			<p>In-Class Presentations Two (2) presentations per class.</p>
Week 8	<p>Unit 2: Exceptionalities in the Jamaican Classrooms</p> <p>Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Attention Deficit Disorder/ADHD 2. Autism Spectrum Disorder 			<p>In-Class Presentations Two (2) presentations per class.</p>
Week 9	<p>Unit 2: Exceptionalities in the Jamaican Classrooms</p> <p>Topic to be Covered:</p> <ol style="list-style-type: none"> 1. Health Impairment <p>General Overview of:</p> <ul style="list-style-type: none"> -Visual Impairment -Hearing Impairment -Physical Disabilities 			<p>Submission of Assignment # 2- Case Study</p> <p>Submission of second Reflection based on Unit 2 for feedback.</p>
Week 10	<p>Unit 2: Exceptionalities in the Jamaican Classroom</p> <p>Course Field Trip</p>			<p>Students and facilitators will visit four (4) institutions that offer special needs services for students at the primary and secondary level.</p>
Week 11	<p>Unit 3: Strategies for Learners with Special Needs</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Universal Design of Learning (UDL) ➤ Teaching Approaches <ol style="list-style-type: none"> 1. Direct Instruction 2. Multisensory Teaching 3. Task Analysis/Error Analysis 4. Peer/Class wide Peer Tutoring ➤ Accommodations for Assessment 			<p>Submission of fourth Reflection based on Unit 3 for feedback.</p>

Week 12	Unit 3: Strategies for Learners with Special Needs Content: <ul style="list-style-type: none"> ➤ Individualized Education Plan -Component -Function -Process ➤ Creating the IEP based on Students Needs 			
Week 13	Unit Four: Collaboration and Consultation Content: <ul style="list-style-type: none"> ➤ The Referral Process (pre-referral, referral, identification, eligibility, development and implementation of IEP and evaluation) ➤ The Teachers' and Administrations Roles in the Process ➤ The Parents/Families Role in the Process ➤ Agencies that support/facilitate to students with Special Needs 			Submission of Assignment # 3- Portfolio
Week 14	Course Summation			

Lecturers' Name, Department: Kaydian Armstrong, Renee Brown, Shelly-Ann Morrison
The Education Department

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