

Western Education

Transforming Education. Transforming Lives.

EDUC 5016s Special Education and Inclusion

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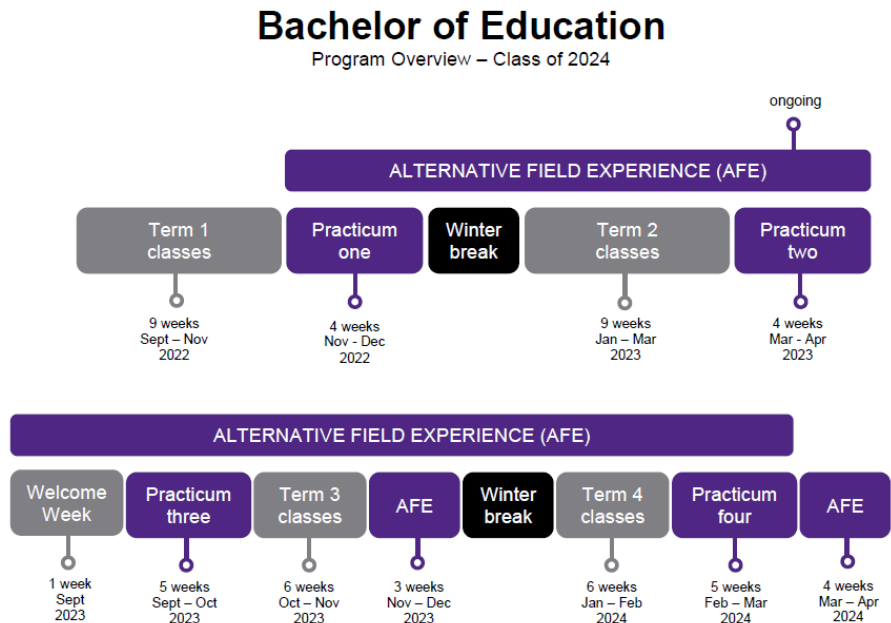
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Schedule:

- Section 1:** Wednesday, 8:30am – 10:30am, room 2038 (Cook)
- Section 2:** Wednesday, 10:30am – 12:30pm, room 2038 (Cook)
- Section 3:** Wednesday, 2:30pm – 4:30pm, room 2038 (Morton)
- Section 4:** Wednesday, 4:30pm – 6:30pm, room 2038 (Ferraiulo)
- Section 5:** Tuesday, 8:30am – 10:30am, room 1052 (Rodger/Brown)
- Section 6:** Tuesday, 10:30am – 12:30pm, room 1052 (Rodger)
- Section 7:** Tuesday, 8:30am – 10:30am, room 2042 (Cook)
- Section 8:** Tuesday, 10:30am – 12:30pm, room 2042 (Cook)

Program Context:

This is a 0.25 core course taken by all Teacher Candidates during first year and second term of the Bachelor of Education.



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.

Expanded Description:

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

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
Reading	Week 1 Materials & Readings	Read Chapter 1. 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 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.
Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.

Week 2:

Teacher's Role in Inclusive Classroom

Understand the role that teachers have in the Individual Education Plan & Identification, Placement, Review Committee
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
Reading	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.
Quiz	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.

Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.
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Week 3: Learning & Behavioural Exceptionalities

Understand 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.

Learning Activities

Type	Name	Description
Reading	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.
Quiz	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.
Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.

Week 4: Intellectual Disabilities & Autism

Understand 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.

Learning Activities

Type	Name	Description
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	Based on chapter 4.

Knowledge Check 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.

Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.
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Week 5:

Communication, Physical, & Chronic Health

Understand 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
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.
Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.

Week 6:

Universal Design for Learning, Differentiated Instruction, Assessment 1

Understand how 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
Reading	Week 6 Materials & Readings	Read Chapter 8 (pp. 224-258). 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.
Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.

Week 7:

Universal Design for Learning, Differentiated Instruction, Assessment 2

Understand how UDL and DI can 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
Reading	Week 7 Materials & Readings	Read Chapter 9 (pp. 259-282). 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.
Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.

Week 8:

Inclusive Teaching Strategies

Describe inclusive teaching strategies that 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
Reading	Week 8 Materials & Readings	Read Chapter 10 (pp. 283-311). 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.
Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.

Week 9: Teaching for Diversity

Describe how 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 and provide examples

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	Chapter 6 (pp. 155-190) Additional resources on OWL.
Formative Assessment	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 some work to be submitted (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. The instructor may also ask for make-up work if students miss the class.

Assessment Activities

Type	Name	Description
Summative Assessment	Due Week 9: Final Assignment	

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.

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.

Teams must get a "pass" on this assignment. Instructors may ask teams to re-submit work in order to meet expectations.

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 on-site) 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.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources

dcp.edu.gov.on.ca/en

Campus 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