

# Western Education

Transforming Education. Transforming Lives.

## EDUC 5480

### Introduction to Teaching Students with Exceptionalities

#### Instructors:

**Jacqueline Specht, Professor**  
(Section 001 and Coordinator)

**E:** connect using messages on OWL site and check send Cc box

**Office Hours:** by appointment

**Paul Cook, Instructor** (Section 002)

**E:** connect using messages on OWL site and check send Cc box

**Office Hours:** by appointment

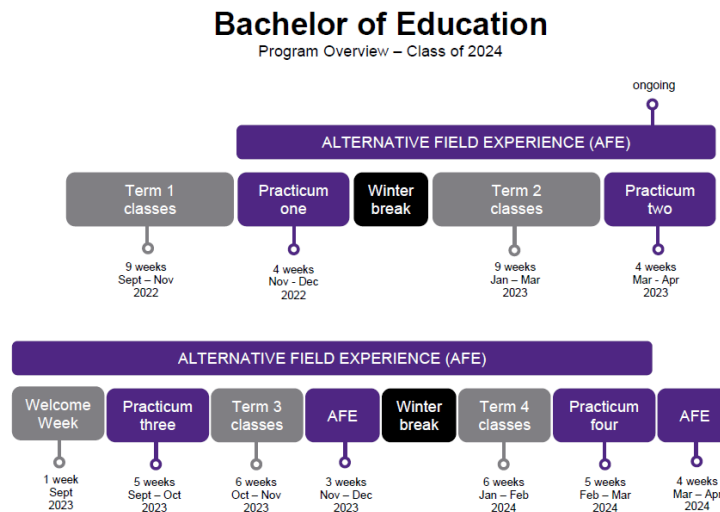
#### Schedule:

**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.



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# Syllabus Report

## Introduction to Teaching Students with Exceptionalities (EDUC 5480)

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 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.

### 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 <https://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 <https://files.ontario.ca/edu-learning-for-all-2013-en-2022-01-28.pdf>
- Ontario Ministry of Education (2017). *Special education in Ontario: Kindergarten to grade 12 policy and resource guide*. <https://files.ontario.ca/edu-special-education-policy-resource-guide-en-2022-05-30.pdf>

Number of 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 (Ontario focused)
- 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
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

### Discussion as Formative Assessment

Week 1 Group work

Introduce yourselves

Share and discuss your examples of Exclusion, Segregation, Integration and Inclusion with your group members.

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## 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 know who the school team members might be and the roles that they play in supporting students with exceptionalities
- 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 exceptionalities to this week's content

## Learning Activities

### Type Reading

**Name**  
Week 2 Materials  
& Readings

**Description**  
Prepare for Class:  
Chapter 2 – Hutchinson & Specht

Use in Class:  
Learning For All

### Discussion as Formative Assessment

Week 2 Group Work

Collaboration with school team  
Student and class profiles

### Independent Formative Assessment

Week 2 Out of Class Assignment (See OWL for Instructions)

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: IEPs & 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 when given 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
<b>Reading</b>	Week 3 Materials & Readings	Prepare for Class: Chapter 2 (IEP) & 3 Hutchinson and Specht (pg. 56-58 and 74-87)  Use in Class: Part E Special Education in Ontario
<b>Discussion as Formative Assessment</b>	Week 3 Group Work	IEP – Teacher's role in developing and implementing Strategies for working with challenging behaviours
<b>Independent Formative Assessment</b>	Week 3 Out of Class Assignment (See OWL for Instructions)	Read the opening vignettes 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: Learning Disability & 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 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 can 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 are Gifted

## Learning Activities

Type	Name	Description
<b>Reading</b>	Week 4 Materials & Readings	Prepare for Class: Chapter 3 – Hutchinson & Specht (pg. 59-74)
<b>Discussion/ Case Study as Formative Assessment</b>	Week 4 Group Work	Define learning disability; gifted Strategies for Academic Subjects Strategies for Executive Functions Strategies for Differentiating Learning
<b>Independent Formative Assessment</b>	Week 4 Out of Class Assignment (See OWL for Instructions)	Visit the Learning Disability Association of Ontario website. A specific resource "Snapshots" investigates a variety of topics about learning and LDs ( <a href="http://www.ldao.ca/introduction-to-ldsadhd/snapshots">http://www.ldao.ca/introduction-to-ldsadhd/snapshots</a> ). 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: Intellectual Disability & 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
<b>Reading</b>	Week 5 Materials & Readings	Prepare for Class: Chapter 4 Hutchinson and Specht
<b>Discussion/ Case Study as Formative Assessment</b>	Week 5 Group Work	Define Intellectual Disability, Autism Discuss Modification and Alternative programming, Functional Behaviour Assessment and Social Strategies
<b>Independent Formative Assessment</b>	Week 5 Out of Class Assignment (See OWL for Instructions)	Read the document Down Syndrome and You <a href="https://cdss.ca/wp-content/uploads/2016/05/CDSS-Down-Syndrome-and-You-ENGLISH.pdf">https://cdss.ca/wp-content/uploads/2016/05/CDSS-Down-Syndrome-and-You-ENGLISH.pdf</a> , 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 my class
- Candidates know who to reach out for support in meeting the needs of my students with complex needs (i.e., who might be on the team)

## Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Prepare for Class: Chapter 5 Hutchinson and Specht
Discussion/Case Study as Formative Assessment	Week 6 Group Work	What is Communication? What are Nervous System Impairments? What are Health Conditions? How do these conditions affect learning and how can we support learners in our
Independent Formative Assessment	Week 6 Out of Class Assignment (See Owl for Instructions)	You have an in-school team meeting for a student who has been identified with one of the conditions in Chapter 5. Choose <b>one</b> of these communication, physical, <b>or</b> 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?

## Weeks 7 and 8:UDL, Differentiated Learning & Assessment

- Candidates understand that the UDL framework makes 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 explain the role that assessment plays in student achievement
- 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 explain the role that assessment plays in student achievement

## Learning Activities

Type	Name	Description
Reading	Week 7&8 Materials & Readings	Prepare for Class: Chapter 8 (week 7), 9 (week 8) Hutchinson & Specht  Use in Class Learning for All Special Education in Ontario Schools Growing Success
Discussion as Formative Assessment	Week 7&8 Group Work	UDL - Multiple Means of Engagement, Representation, and Action and Expression How does classroom assessment inform instruction especially in relation to differentiating? Time to work on group project related to UDL

## 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 I 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 (281-294 and 304-311) for Wed, and chap 11 (313-329) for Thursday Hutchinson & Specht
Discussion as Formative Assessment	Week 9 Group work	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
Formative Assessment	Due Weekly for Weeks 2-6: Out of Class Independent Assignments  Full information is Posted in OWL	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. To get full credit, students need to integrate readings, or other research material, and practical implications. Due dates are January 18, 25, February 1, 8, 15.  Students who miss the assessment deadline due to illness or family emergencies or prior approval of the instructor will have the opportunity to submit the reflection material through Messages in OWL before the next class.
Formative Assessment	Due Weekly: In-Class Activities and Assignments related to discussion	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. 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.  Students who miss class due to illness or family emergencies or prior approval of the instructor will have the opportunity to submit the material through Messages in OWL before the next class.
Summative Assessment	Due March 23: Group Culminating Assignment	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. information and detail will be provided in class and posted on OWL.

## 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, IEPs, Transitions:** Candidates will be able to fulfill the various needs described on IEPs. They will understand how to the differences between modification and accommodation, and adapt the classroom to create an inclusive and effective learning environment for all learners.

**Physical and Intellectual Disabilities:** 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](http://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](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)