

**CEDAR CREST COLLEGE
ALLENTOWN, PENNSYLVANIA**

COURSE TITLE

**ADAPTATIONS/MODIFICATIONS FOR EXCEPTIONAL
LEARNERS IN GENERAL EDUCATION CLASSROOMS**

Course Number: SPE 344

Semester Hours: Three

Prerequisites: EDU 100, EDU 200, EDU 201, and EDU 317
EDU 319, or EDU 332 or Permission of Instructor

Limitations on Enrollment: 30

Required: Elementary Education Co-Major

Catalog Description: Students will be introduced to best practice strategies to accommodate students with disabilities in inclusive classrooms. This course will explore adaptations and modifications to general education curricula, instruction, and use of technology as methods for including students with disabilities.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education

Furthermore: Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

N. B.: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking procedures) will be strongly encouraged to contact the professor or instructor at the beginning of the course. For the student's convenience, both the professor's/instructor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus, including The Advising Center.

Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to, handwritten or computer-

generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

Attendance Policy: This course is discussion and group process oriented. In order to gain the full breadth of this course, it is imperative students attend all classes. Students earn points for attendance and participation for attending class and actively participating. Assignments are due on scheduled dates. Absences of greater than two hours will significantly impact a student's grade. Excused and unexcused absences will result in the loss of attendance and participation points. Absences do not alter the date in which assignments are due.

Final Exam: Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.

I. Course Objectives:

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge, comprehension, value development, and skill application. This course will provide students with the skills and values needed for teaching students within inclusive settings. The course will include practical methods used in schools to include students with disabilities in general education classes. Students will:

- A. Identify and incorporate into a professional framework the legal and historical bases for including students with disabilities in general education (K, S, V).
- B. Analyze his/her own attitude about including students with disabilities into general education classrooms (K, S, V).
- C. Review pre-referral through placement into special education procedures that are required to use with students who are thought to be eligible for special education (K, S, V).
- D. Analyze various collaborative relationships in education and identify freeing and binding communication skills with scenarios (K, S, V).
- E. Design adaptations and modifications to general education curriculum, instruction, and environment in order to include students with higher-incidence disabilities (K, S, V).
- F. Design adaptations and modifications to general education curriculum, instruction, and environment, with the use of low and high technology, in order to include and assist students with lower-incidence disabilities (K, S, V).
- G. Design adaptations and modifications to general education curriculum, instruction, and environment in order to meet the needs of other students with special learning needs (e.g., gifted, second language learner) (K, S, V).
- H. Research and critique strategies to use with typical peers to promote inclusion with classroom peers (K, S, V).

- I. Identify attention and memory strategies, and study skill methods that promote learning (K, S, V).
- J. Apply assessment skills to identify instructional levels to match curricular materials with learners' skills (K, S, V).
- K. Develop a written paper from an array of linked topic options (K, S, V).
- L. Work within collaborative teams analyzing key components of content area instructional strategies and present those components to colleagues (K, S, V).

(K – Knowledge, S – Skills, V- Values)

II. Course Content

- A. Legal and Historical Basis
 - i. Compare and contrast 1960 to the present in terms of acceptance of children with disabilities
 - ii. Examine key federal and state laws
 - iii. Examine key case laws on inclusion
 - iv. Define Least Restrictive Environment (LRE)
 - v. Review who is protected under the IDEA
 - vi. Examine the PASS model
- B. Attitudes on Inclusion
 - i. Read articles on inclusion decisions
 - ii. View videos on including students with disabilities in regular classes
 - iii. Hear opinions from parents of children with disabilities
 - iv. Write position paper supporting inclusion
- C. Pre-Referral through Placement into Special Education Procedures
 - i. Examine the multiple steps of pre-referral
 - ii. Study scenarios and determine an appropriate course of action
- D. Collaborative Relationships
 - i. Study video clips to examine communication patterns and the process of pre-referral
 - ii. Use written scenarios as a basis for planning intervention
- E. Higher-Incidence Disabilities
 - i. Review the ADAPT model for looking at the match between instructor and student
 - ii. Review theories of learning styles and planning for various learning styles
- F. Lower-Incidence Disabilities
 - i. Ask questions of speakers from the field (speech clinician and vision therapist)
 - ii. Examine assistive devices (low and high tech devices/strategies)
 - iii. View video on students with mental retardation in inclusive settings
 - iv. Develop lesson plans with appropriate modifications
- G. Other Students with Special Needs
 - i. Discuss the special needs of gifted learner
 - ii. Discuss the special needs of English Speakers as Second Language (ESOL)

iii. Examine strategies (educational, medical, etc.) to support students with ADHD

H. Promoting Inclusion with Peers

- i. Read about strategies that include using peers as support systems
- ii. Critique research studies in cooperative learning, or peer-tutoring studies
- iii. Examine peer support group approaches such as Circles of Learning

I. Attention, Memory, and Study Skills

- i. Read about mnemonic devices and develop a mnemonic strategy
- ii. Discuss the brain functions and memory capacity
- iii. Explore the topic of anticipatory set
- iv. Examine the brain compatible classroom

J. Assessment Linkages

- i. Compute readability level of passages
- ii. Experience frustration and instructional level passage
- iii. Learn the optimum instructional level for comprehension load instruction and rote instruction
- iv. Practice curriculum based assessment methods

K. Independent Research

- i. Apply APA style writing
- ii. Complete a literature search in selected related topics
- iii. Write a comprehensive, topical paper

L. Content Area Strategies

- i. Work collaboratively within a group select key points regarding strategies
- ii. Develop a presentation of the information
- iii. Present the information in a meaningful manner

III. Methods of Instruction

- A. Teacher-lead Presentation and PowerPoint Presentations
- B. Discussion Format
- C. Cooperative Learning
- D. Videos
- E. Guest Speakers from the Field
- F. Student-lead Presentations
- G. Research and Critique Articles
- H. Produce quality written summaries
- I. Interacting with Text

IV. Methods of Evaluation

- A. Position Paper (rubric scoring)
- B. Modified Lesson Plan (rubric scoring)
- C. Midterm
- D. Research Article Critique (rubric scoring)
- E. Research Project (rubric scoring)
- F. Class Presentation (group)
- G. Final Exam
- H. Class Participation

- I. Class Attendance
- J. Professionalism Rubric

Required Text:

Mastropieri, M. A, & Scruggs, T. E. (2008). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Prentice-Hall /Merrill.

Additional handouts purchased at bookstore.

CLASS PROTOCOL

14 class meetings

A	470-500	C	370-379
A-	450-469	C-	350-369
B+	430-449	D+	330-349
B	420-429	D	300-329
B-	400-419	F	below 300
C+	380-399		

Instructor: Deborah Hartman, M.S.

Contacting the Instructor: email: dwhartma@cedarcrest.edu or hartmandeborah@gmail.com

Meeting with Instructor: Immediately follow class or as arranged with the instructor.