

University of Manitoba
Faculty of Education
Department of Educational Administration, Foundations and Psychology
EDUA 2800 A21 – Psychology of Learning and Instruction 2:
Inclusive Special Education
Fall 2011

Instructor: Charlotte Enns
Room 230 Education
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Class Times: Wednesdays and Fridays - 10:40 a.m. – 12:30 p.m. (319 Education)
September 14 – November 9, 2011

Office Hours: Tuesdays, 9:00 - noon, or by appointment.

Text Books: Jordan, A. (2007). *Introduction to Inclusive Education*. Toronto, ON: John Wiley & Sons.
Available at the U of M Bookstore (hard copy) or online: www.wileyplus.com

Manitoba Department of Education and Training. (1996). *Success for all learners: A handbook on differentiating instruction*. Manitoba Textbook Bureau, Souris, MB.

Supplemental Text Books (available for loan from instructor):

Andrews, J. and Lupart, J. (2004). *The inclusive classroom: Educating exceptional children, 2nd edition*. Scarborough, ON: Nelson Thomson Learning.

Hutchinson, N. L. (2007). *Inclusion of Exceptional Learners: A Practical Handbook for Teachers, 2nd edition*. Toronto, ON: Prentice Hall.

Smith, T.E., Polloway, E.A., Patton, J.R., Dowdy, C.A., Heath, N.L. (2010). *Teaching students with special needs in inclusive settings, 3rd Canadian edition*. Toronto, ON: Pearson Education Canada, Inc.

Department of Education documents (can be downloaded – www.edu.gov.mb.ca)

- Towards Inclusion: Tapping Hidden Strengths (Planning for Students who are Alcohol-Affected)
- Towards Inclusion: From Challenges to Possibilities (Planning for Behaviour)
- Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder

Course Description:

An overview of concepts and issues related to children having difficulty in mastering academic skills and/or in adjusting to the emotional and social requirements of school. Basic information pertaining to assessment and instruction is included.

Purpose of the Course:

- To gain an understanding of strategies and structures for assisting students to achieve individual goals and become full members in a typical classroom
- To learn how to adapt goals, methods, and materials for students with diverse learning characteristics
- To learn about classroom-based structures that can facilitate co-operation and interactions between students
- To become aware of issues in the teaching and inclusion of students with learning and behavioural difficulties

Grading:

95 - 100	A+	75 - 79	C+
90 - 94	A	70 - 74	C
85 - 89	B+	60 - 69	D
80 – 84	B	0 - 59	F

Evaluation:

“Success for All Learners” Jigsaw	20	Oct. 11(A22)/Oct. 12 (A21)
Case Studies (2 x 15)	30	Oct. 25 and Nov.1 (A22) Oct. 26 and Nov. 2 (A21)
Adapted Teaching Activity	50	Nov. 8 (A22)/Nov. 9 (A21)
TOTAL	100	

Participation:

You are expected to attend classes regularly, complete assigned readings, and participate in class discussions, group assignments, and activities. You must notify the instructor as soon as possible of any absence. (See also “Faculty of Education Attendance Policy”)

“Success for All Learners” Jigsaw:

In order to ensure that you are familiar with the Manitoba Education document, “Success for All Learners”, we will spend one class working in “jigsaw” groups to compile a summary framework of the chapters in this document. Although you will be expected to have read all the chapters, you will be responsible to develop summary notes of one or two assigned chapter(s), and bring six (6) copies of this summary to share with your classmates. During class time, all the students assigned to the same chapter(s) will initially meet and compare their notes. When each group has established a complete overview of the chapter, the groups will “jigsaw” to create new groups representing one person from each chapter group. Each member of these new groups will then share their expertise regarding their assigned chapter(s) (and distribute copies of notes to each group member), to ensure that each person in the class leaves with a complete overview of the text. Marks will be assigned by your peers for the discussion groups (you will be responsible to evaluate the other members of your group) and by the instructor for the summary notes.

Case Studies:

These are in-class assignments and will involve developing and analysing a profile of a student with special needs and determining how these needs can be met. You will work in small groups to complete one assignment, i.e., all members of the group will receive the same mark. The task will involve three parts for a total of 15 marks per case study:

- a) Profile/Description of Needs (5 marks)
- b) Referrals/Assessments/Information Needed (5 marks)
- c) Classroom Suggestions (5 marks)

Adapted Teaching Activity:

This assignment will be connected with the activities you direct with small groups of children at West St. Paul School. The exact nature of this assignment as well as the criteria for evaluation will be outlined in more detail once we have had an opportunity to plan with the teachers and staff at West St. Paul School. Your patience and flexibility is appreciated!

General Comments:

Below are some general comments about course expectations. If you require any modifications to ensure your full participation and success, please talk to me as soon as possible.

U of M Policies - The University of Manitoba requires that I draw attention to University policies regarding academic dishonesty, incompletes and assignment grades. Please refer to the general calendar for further details.

Faculty of Education Attendance Policy – Regular attendance is expected of all students in all courses. An instructor can initiate procedures to debar a student from attending classes and from final examinations where unexcused absences exceed three hours of scheduled classes in any one term.

People First Language - Although many students experience labelling in our school system it remains up to us as teachers and caring citizens to remember that behind every label is a person. Please remember to use "people first" language in references to people with a disability and not use terms such as "the disabled".

Excuses, Late papers - All assignments must be completed in order to pass the course. Assignments delivered late without prior permission will be penalized by a 5% reduction in marks per day. Please feel free to call and discuss any extensions or difficulties you are having before the final date to submit your paper.

References – Students are expected to cite and list reference materials according to American Psychological Association (APA) guidelines. In particular, sources cited within a document should include author and date in brackets, e.g. (Sapon-Shevin, 1999), with a full listing at the end of the document, e.g.

Sapon-Shevin, M. (1999). *Because we can change the world; A practical guide to building cooperative, inclusive classroom communities*. Needham Heights, MA: Allyn & Bacon.

For other reference guidelines please refer to the APA Manual.

Course Schedule

DATE	TOPIC	READINGS/ASSIGNMENTS
Sept. 14	Introduction to Inclusive Education Responsibilities and Services	Jordan, Module 1 (pp. 1 - 50)
Sept. 16	Concepts, Categories, and Definitions of Disability	Jordan, Module 1 (pp. 51 - 90)
Sept. 21	Professional Partnerships/Collaboration	
Sept. 23	Individual Education Plans	
Sept. 28	Guest Speaker?	
Sept. 30	“Success for All Learners” Jigsaw	*Assigned SFAL chapter notes
Oct. 5	Classroom and Time Management Techniques	Jordan, Module 2 (pp. 102 - 123)
Oct. 7	School Visits (8:30 – 12:30)	
Oct. 12	Planning and Presenting Lessons	Jordan, Module 2 (pp. 124 - 172)
Oct. 14	School Visits (8:30 – 12:30)	
Oct. 17	Creating Access to Learning Instructional Strategies (FASD)	Jordan, Module 3 (pp. 179 - 199)
Oct. 19	Adapting Instruction	Jordan, Module 3 (pp. 200 – 253)
Oct. 21	No Class (SAGE)	
Oct. 24	Promoting Positive Behaviour	
Oct. 26	No Class (in lieu of School Visit)	
Oct. 28	No Class (in lieu of School Visit)	
Nov. 2	Building Social Relationships	
Nov. 4	Assessment	
Nov. 9	Sharing Teaching Activities/Class Wind Up	

***Adapted Teaching Activities due**