This course supports the assessments for FLC2. The course covers 3 competencies and represents 7 competency units.

**Introduction**

**Overview**

Upon completion of this course, you will understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how you can help coordinate inclusion for students.

You will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

More importantly, you will begin to feel confident in your ability to apply this knowledge to students and IEP documents. The area of special education has many laws, regulations, and issues; the key to knowing all of these is to gain a fundamental understanding of each and acquire the knowledge of where to find information specific to each disability and related law.

The material covered in this course is extensive and is designed to prepare you to apply your knowledge as you work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion.

**Competencies**

This course provides guidance to help you demonstrate the following 3 competencies:

- **Competency 631.4.1: Instructional Design and Strategies for Inclusive Classrooms**
  The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

- **Competency 631.4.2: Instructional Management**
  The graduate utilizes a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK–12.

- **Competency 631.4.3: Management and Supervision of Paraprofessionals**
  The graduate is prepared to perform responsibilities as directed by, and in a manner consistent with laws and policies in the supervision of paraprofessionals and other staff, utilizing effective supervision and constructive feedback based on frequent interactions.

**Teaching Dispositions Statement**

Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers,
and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- Webinar recording
- Read the ESEA now referred to as the ESSA
- Fact sheet on ESSA
- Transition Letter

Enroll in Learning Resources

You will need to enroll in or subscribe to learning resources as a part of this course. You may already have enrolled in these resources for other courses. Please check the “Learning Resources” tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the “Learning Resources” tab, please see the “Acquiring Your Learning Resources” page.

UWillTeach

The UWillTeach courses contain modules, quizzes, assessments, videos and directed questions to help you gain competency throughout the Special Education domain. Enroll for this
resource through the Learning Resources tab. You should receive an email from UWITeach that will have your login information. Keep this email since you may need it in the future for reference.

You will access material from the following courses:

- Course 5: Instructional Strategies: Teaching for Results
- Course 9: Collaboration and Instructional Planning in the IEP Process

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


Ebook Central E-Books

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- Pacing Guide: Instructional Models and Design, Supervision, and Culturally Responsive Teaching
Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Strategies for Inclusive Classrooms, Part 1

In this section, you will be asked to go back to some sections of the UWillTeach modules to look at the material with fresh eyes; you will be looking for curriculum, instruction, assessment, and environmental clues that will help you to make decisions to help meet the needs of students with special needs.

More importantly, you should work at articulating what you know so you can share your knowledge orally or in writing when you are in the classroom, consulting with parents, educators, administrators, or other professionals.

Structuring and Managing the Learning Environment Inclusion

Inclusion is a model of service delivery to children and youth with disabilities, including students who are gifted and talented. The basis for inclusion can be found in provision for Least Restrictive Environment in IDEA. The law explains that students with exceptional needs must be educated with non-disabled peers, "to the maximum extent appropriate." However, the law does not call for full inclusion of all students with general education, nor does it state that the least restrictive environment is always the general education classroom. The law clearly indicates that placement and service decisions must be based on the individual needs of each student, not on some general statement designed to fit all students.

Universal Design

Complete the following module at the Iris Center Website:

- Universal Design for Learning challenge

Special Education in Inclusive Schools

Read the following chapter in Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom:

- chapter 1 ("Special Education and Inclusive Schooling")

Complete the following module in the Uwillteach site

Walk through the following module from Course 5 ("Instructional Strategies: Teaching for Results") on the UWillTeach website:

- module 1: Planning for Effective Instruction

Complete lessons, 2 and 3.

Collaboration in Inclusion

In this section you will look at the different needs of students with specific disabilities, ways to
plan for instruction, use curricula, and promote learning for all students. You will be asked to read about different grouping strategies, plan for accommodations for students, prepare to write IEP goals and instructional plans, and use assessment data to support your decisions.

Curricular, instructional, environmental, and assessment adaptations can and should be made when possible.

**Collaboration's Influence on Policy**

Inclusive education demands that teachers collaborate effectively with other teachers, paraprofessionals, and parents. Collaboration enables students with special needs to receive free appropriate public education.

**Collaboration and Coordination of Services**

Walk through the following module from Course 9 ("Collaboration and Instructional Planning in the IEP Process") on the UWillTeach website:

- module 1: Models for Collaboration

Complete lessons 1 and 3.

Think about the concerns and challenges you will have learned about or perhaps have faced as either a teacher, parent, or paraprofessional yourself.

**Understanding Collaborative Teaching**

Read the following chapters in *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*:

- chapter 3 ("Collaborating and Coordinating with Other Professionals and Family")

As you read through this chapter, look at critical communication skills, concerns about collaborative and co-teaching models, ways to grade students receiving special education services, working with parents, and how to implement IEPS in inclusive settings.

Ask yourself how you see your special education inclusive models. Have you been involved in co-teaching, parallel teaching, or other models? Have they been successful?

**Management and Supervision of Paraprofessionals and Other Staff**

Procedures and rules should be established prior to the beginning of the paraprofessional's or volunteer's visit that outline not only duties but also the expectations within the boundaries of the classroom rules. Volunteers need to know their roles very clearly, and it is the job of each teacher to outline these roles.

Consider these questions:
To whom does the paraprofessional go when there is need of information regarding a student?

What is the role of a volunteer in an inclusion classroom?

How does a teacher handle inappropriate actions by a paraprofessional or volunteer?

**Paraprofessionals "Working Along Side Professionals"**

The development of a team-teacher and paraprofessional starts with the outline of the responsibilities of each. As the complexity of the classroom changes, the role of the paraprofessional will change. The ultimate goal is to support the student in any way that is necessary.

Paraprofessionals can lead small groups or work with a student one on one, adapting lessons under the teacher's guidance and facilitating interactions between those students with special needs and those without.

**Paraeducators and Collaboration-Thinking Like a Special Educator**

Read the following sections from the Special Connections website. Choose "Collaboration" from the main menu and then view the following sections:

- Cooperative Teaching
- Teams
- Working Efficiently With Paraeducators

Pay close attention to the definition of and the philosophy of inclusion described by the author inclusion as well as key concepts.

- Review the characteristics of an inclusive classroom and add examples to extend the aspects.
- Define and add examples of multilevel instruction, accommodations, and differentiated instruction flexible grouping practices.
- Connect the role of teaching standards to differentiated instruction.

**Managing Learning Environments**

Inclusive classrooms can have a wide variety of students with different needs. Special educators need to know how to manage learning environments for students with any disability.

This section outlines characteristics and strategies for reaching different kinds of student needs. You will want to pay attention to what kinds of things teachers might see in the classroom with each student, assessment issues for each student, and strategies for instruction and accommodations in the classroom.

**Structuring and Managing the Learning Environment**

Students with learning disabilities—the "invisible disability," due to the fact that there are no related physical signs—make up nearly 50% of students with high-incidence disabilities. These students may exhibit specific problems in basic skill areas as well as in areas such as language,
attention, memory, and metacognition.

According to the President's Commission on Excellence in Special Education, 90% of the children served under the Individuals with Disabilities Education Act (IDEA) fall into the high-incidence category. Because of this, competency in working with and planning for these disability areas is essential.

Who are the Students We Teach?

Access the following sections from The Classroom Teacher's Inclusion Handbook e-text from Ebook Central:

- Six Essential Elements for Successful Inclusion / Six Harmful Attitudes That Could Ruin Inclusion,
- Inclusion
- Chapters 3–15 that provide characteristics of students with high incidence disabilities

Complete the following module in the Uwillteach site

Walk through the following module from Course 5 ("Instructional Strategies: Teaching for Results") on the UWillTeach website:

- module 1: Planning for Effective Instruction

Complete lesson 1.

Complete the following module in the Uwillteach site

Walk through the following module from Course 5 ("Instructional Strategies: Teaching for Results") on the UWillTeach website:

- module 2: Delivering Effective Instruction

Complete lesson 1, 2 and 3.

Learning Disabilities, ADHD, and Communications Disorders

In this section you will study the definition and types of learning disabilities, learn about the identification of students through both the discrepancy model and response to intervention, and learn about instructional techniques that are used when working with students with learning disabilities.

Teaching Students With SLD, ADHD, and Speech/Language Needs in the Classroom

Read the following chapter in Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom:

- chapter 6 ("Teaching Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder")
Take note of instructional interventions and treatment options.

Read the following chapter in *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*:

- **chapter 7 ("Teaching Students with Communication Disorders")**

**Developmental Disabilities, Physical, and Sensory Disabilities**

Students who have hearing loss, vision impairments, or other physical disabilities are more likely to need assistive technology or other accommodations to help them access curriculum, instruction, and assessments.

When you have a student with special assessment needs, you will need to find additional resources to support the student. Some helpful resources include: Education Services District or Intermediate Unit; other support offices; veteran general or special education professionals within your school, district, regional, state, or national special education agencies (e.g., DOE, USDOE, NASDE, OSEP); or other national Special Education Technical Assistance Centers.

*Teaching Students With Developmental-, Physical-, or Sensory-Based Needs in the Classroom*

Read the following chapters in *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*:

- **chapter 10 ("Teaching Students with Developmental Disabilities")**
- **chapter 11 ("Teaching Students with Lower-Incidence Disabilities")**

Pay attention to the "Circle of Friends" described in the "Tips for Teachers." Think about how you can use this with a student you know.

Look at figure 10.1, the "Planning Pyramid with Modifications for a Student with Significant Disabilities." Take a lesson plan you have created and create a pyramid for a student with a developmental disability. Create the modification for this student.

Check the "Tech Tips" boxes for important information about ways you can use technology to help with accommodations.

**Management of Behavior, Autism, and Social Issues in the Classroom**

As you learn more about managing behavior and promoting social acceptance, you will learn about developing procedures and rules, using reinforcement, creating a positive classroom environment, and assessing student performance.

Understanding student behavior means assessing the curriculum, instruction, and environment, and providing students with positive behavioral supports to aid their successes.

Take time to review situations you read about or experience and think to yourself:
• How would I explain this to a parent/guardian?
• How would I provide positive behavior supports to this student?
• What is the function of this student’s behavior?
• What would I teach this student to do instead of this problem behavior?

Teaching Students With Neurological or Behavioral Needs in the Classroom

Read the following chapters in *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*:

- chapter 8 ("Teaching Students with Emotional and Behavioral Disorders")
- chapter 9 ("Teaching Students with Autism Spectrum Disorders/Pervasive Developmental Disorders")
- chapter 5 ("Promoting Social Acceptance and Managing Student Behavior")

After you read chapter 8, create an intervention list you might try. Describe behaviors you might expect. Compare those behaviors to emotional and behavioral problems occasionally exhibited by most children. Create a side list of behaviors that are indicators of emotional and behavioral disorders.

- Read through the "Tips for Teachers" and activities for all learners.
- List some instruction adaptations that could be successful for students with emotional or behavioral disorders.
- List examples of externalizing behaviors and internalizing behaviors.
- Review the criteria considered for interpreting emotional or behavioral problems.

Discuss the definition of autism spectrum disorders (ASD) with a peer or study buddy. Outline the characteristics of students with autism spectrum disorders.

Review the importance of a predictable classroom routine for students with autism spectrum disorder.

Review social stories (see the example in figure 6.2) and think about a situation in a classroom where social stories might be useful.

Compare the behavior of a student without ASD to the behavior of one with ASD. What might a general education teacher need to watch for when setting up a seating chart, laying out a classroom, and setting up classroom routines and procedures?

**Teaching Students With Diverse Needs in the Classroom**

Read the following in *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*:
Pay close attention to the guidelines for teaching students who are culturally and linguistically diverse. Make sure you have a working knowledge of second language students and which characteristics they might exhibit in the classroom, so that you can identify them.

Look at assessment practices and which types of instructional or curricular adaptations work best during different stages of language acquisition.

- Review the five standards for effective teaching and learning for ELLs.

Ask yourself the following question:

- How will I know the difference between a student who is a second language learner and one who has a learning disability?

### Teaching At-Risk Students

Create a list of school or community resources for at-risk students and their families. Use the focus questions on the first page of the chapter to help you prepare for the reading. Identify conditions that put students at risk. Pay attention to the signs and symptoms of abuse.

Create a "Help List" for yourself outlining all actions that need to be taken with at-risk students. If you work at or visit a school, find out what procedures teachers in your school or district must follow when they suspect abuse. What are the resources in your community for abused children and their families?

If your school has a social worker, ask about all the programs available for students and their families. Consider the current economic situation and how children will be impacted as families lose jobs and homes. Find out what resources schools have for these students and their families as more families struggle with this economic crisis. If there are military families in your community, identify unique issues they may face and then look for resources that may help address their specific needs.

### Strategies for Inclusive Classrooms, Part II-Assessment

When you are teaching in an inclusive classroom, it can be difficult to accommodate your materials to fit everyone's needs. However, you need to know how to modify materials and instruction to meet the individual needs of the student.
There are a variety of instructional models available (e.g., team teaching, cross-grade grouping, peer tutoring, and teacher assistance teams). You need to understand the power of a cooperative learning environment and how this environment encourages productivity and the promotion of socialization.

**Curriculum and Instruction Assessment**

Learning about standards-based classrooms will help you connect standards to instructional planning. To teach in a standards-based classroom, teachers use multiple teaching methods and many different materials, and they create different small learning groups based on the students' abilities.

In standards-based classrooms, students know how they will be assessed and are assessed frequently. Students are provided with remediation when they do not meet a standard.

**Collecting Data for Diagnostic Teaching**

Read the following chapters in *Assessing Students with Special Needs*:

- chapter 1 ("Special Education Assessment")
- chapter 2 ("The Assessment Process")
- chapter 3 ("Selection of Assessment Tools")
- chapter 5 ("Classroom Assessment")
- chapter 6 ("Academic Achievement")

**Complete the following module in the UwillTeach site**

Walk through the following module from Course 5 ("Instructional Strategies: Teaching for Results") on the UWillTeach website:

- module 3: Assessing Outcomes

Complete lesson 1 and 2.

Ask yourself how you would use the ideas presented in these texts in a classroom with students who different needs. Think about students or children you know and read vignettes about teaching situations. What would you say or do from the point of view of a special educator?

**Strategies for Inclusive Classrooms, Part III-Curriculum and Instruction**

Classrooms that successfully include students with disabilities are designed to welcome diversity and to address the individual needs of all students, whether they have disabilities or not. Teachers need to be very familiar with differentiated instruction and the process of reevaluation after each lesson taught.

**Curriculum and Instruction**

Students need systematic and intensive practice in applying strategies to content-area text with support from both teachers and peers.
In this section you will learn instructional strategies for specific learning problems. You will learn to ask critical questions in unit planning; assess the learning gap; create adjustable lesson plans and tiered assignments; make decisions about flexible groupings of students; teach memory and cognitive strategies, as well as school-related skills like note taking and homework; and also look at strategies for specific disciplines like math, reading, and writing.

**Approaches for Instruction and Curriculum**

Read the following chapters in *Assessing Students with Special Needs*:

- chapter 10 ("Reading")
- chapter 12 ("Writing")

As you read, make a chart of those strategies and ideas that you believe will be most effective for the age/grade in your classroom. Identify any questions you may have, and feel free to contact the course instructor to discuss strategies and ways to implement them in the classroom.

**Strategies for Teaching Literacy and Math in the Inclusive Classroom**

Comprehensive approaches to literacy and mathematics instruction are essential for successful inclusive classrooms. In this section you will explore non-verbal math difficulties, cognitive, personality, neuropsychological, and educational factors that impact math achievement, and instructional design of math curricula.

A special educator must be able to assess math difficulties to tease out problems from true disabilities, which is not always an easy task. This section studies different problems student may face and possible solutions to resolve or accommodate for them.

**Strategies for Teaching Literacy**

Review the following chapters in *Assessing Students with Special Needs*:

- chapter 10 ("Reading")
- chapter 12 ("Writing")

Pay attention to factors that influence reading. Take note of the different strategies for decoding, learning sight words, and teaching reading to older students.

Pay close attention to the overview of reading development and the principles it outlines for teaching reading to students with disabilities.

You will want to know the characteristics of proficient readers and be able to identify students who struggle. Make a chart showcasing samples of the levels of intervention for reading as they might occur during the three-tiered response to intervention model.

- Tier 1: core curriculum
• Tier 2: intervention
  • Tier 3: intensive intervention

Consider the following questions:

• How do you assess writing?
• How can you use curriculum-based assessment to evaluate writing?
• What is an informal spelling inventory?
• How can you help students with handwriting?

**Teaching Math**

Read the following chapter in *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*:

• chapter 14 ("Helping All Students Succeed in Mathematics")

Read the following chapter in *Assessing Students with Special Needs*:

• chapter 11 ("Mathematics")

**Inclusive Classrooms, Supporting Learners in Core Content Areas**

What people used to think of as strategies for special education are being seen as excellent strategies for all student learning in core content areas. Making adaptations and being intentional with instructional and curricular decisions in those areas, allows students with disabilities to participate and succeed. As you study this section, think carefully about the concept of differentiated instruction and universal design.

Delivering accommodations in core content areas involves selecting age-appropriate material with a logical set of objectives and is adaptable to various learning styles. Considerations for cultural and linguistic diversity, gender, age difference, and varying ability levels are essential for successful teachers in the inclusive classroom.

**Core Content Area Support**

Read the following chapter in *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*:

• chapter 16 ("Fostering Strategies for Student Independence")

Read the following chapter in *Assessing Students with Special Needs*:

• chapter 7 ("Intellectual Performance and Adaptive Behavior")
• chapter 8 ("Learning Disabilities")
• chapter 9 ("Classroom Behavior and Behavioral Disorders")
• chapter 13 ("Oral Language and the Assessment of the English Language Learner")

Pay attention to focus questions and key concepts in your text. Pay attention to the accessibility
of the curriculum, vocabulary, context clues, writing, and study skills. Describe learning strategies to help students understand, store, and retrieve complex information.

Describe the importance of vocabulary development and core content area learning. List examples of how students can be taught to use context clues, morphemic analysis, and graphic organizers.

Provide examples for yourself between differentiation accommodations, modifications, and specially designed instruction.

**Inclusive Secondary Settings and Transition**

Learning about inclusive secondary settings and transitions will help you successfully teach learners with disabilities.

Many secondary special education settings are less inclusive than elementary settings due to the intensity of the core curriculum and the need for more functional curriculum. Also, the transition requirements are not often understood. All special education teachers need to have a clear understanding of the needs of the secondary transition student.

**Secondary Transition**

Read the following chapter in *Assessing Students with Special Needs*:

- chapter 16 ("Assessment for Transition Education and Planning")

Pay attention to focus questions and key concepts. Identify challenges and demands for both students and teachers in secondary settings. Describe the inclusive practices in secondary classrooms. Focus on the different roles of teachers in the secondary setting. Identify how inclusion can be successful for secondary schools. List five challenges students and teachers face in secondary school. What are curricular and social challenges for secondary students? Address literacy instruction and development at this level.

**Managing a Learning Environment**

Reading and analyzing transition related topics will help you understand the various issues involving transition planning.

Visit the Iris Center website

Select “Transition” from the Topics menu. Select the “Information Briefs” to access information on the various issues involved with transition planning.

**Translating to the IEP**

Competency in this area enables teachers to provide higher-quality student handling and program or lesson designing that will enable students to succeed as well as learn.
Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course.

Performance Assessments
Complete the following in TaskStream:

- Instructional Planning
- Creating a Self-Monitoring Schedule

For details about these performance assessments, see the "Assessment" tab in this course.