This course supports the assessments for NIC2. The course covers 8 competencies and represents 2 competency units.

Introduction

Overview
Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

Getting Started
Welcome to Fundamentals of Diversity, Inclusion, and Exceptional Learners! Throughout this course you will be focusing on specific groups of students with special needs. Special needs students include students with disabilities, gifted and talented students, culturally diverse students, and English language learners. Each of these groups requires you to know how to apply practical strategies for modifying your instructional practices to meet the needs of all students in the general education classroom.

The texts and activities in this course are designed to guide you through the process of blending theory and application, knowledge and beliefs, and skills and attitudes. The goal is to help you create learning environments and teaching materials that enable all students to experience academic success.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that we stand ready to help you reach your educational goals. As subject matter experts, we enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. We are excited to hear from you and eager to work with you. We are fully committed to your success! You can make an appointment with your assigned course instructor by simply using the links provided here. If you are unsure of which is your course instructor, just choose one. These links will take you directly to the course instructor's calendar and will allow you to choose a date and time most convenient for you to make an appointment to talk with him or her. This is an excellent opportunity for you! Take advantage of it early and often!

- Dr. Karl Swenson's Calendar
Competencies and Objectives

Competencies
This course provides guidance to help you demonstrate the following 8 competencies:

- **Competency 648.1.1: Legal Implications of Special Education**
  The graduate applies appropriate policies, programs, accepted practices, and legal requirements to classroom and instructional practices as they relate to special education, English language learners, and gifted and talented learners.

Objectives

- Recognize key components of public law and policy as they pertain to the education of students with exceptional needs.
- Recognize how a specified relevant law or current issue influences the field of special education for the treatment of students receiving special education services.
- Contrast specified laws and policies related to special education for their relevance and application to a given case.
- Contrast specified laws and policies related to English language learners for their relevance and application to a given case.
- Select appropriate procedures for due process that pertain to parental rights and special education in a given case.
- Select appropriate procedures for a referral process in a given case.

- **Competency 648.1.2: Identifying Student Needs**
  The graduate integrates knowledge of characteristics, contexts, and conditions of students in the process to address the needs of multicultural learners, exceptional learners, atypical development, English language learners, and gifted and talented learners and to implement equity pedagogy into their practice.

Objectives

- Recognize characteristics of students from a variety of cultures.
- Recognize common characteristics of students who are gifted and talented.
- Recognize common characteristics of students with intellectual disabilities or who are developmentally delayed.
- Recognize common characteristics of students with ADHD or Autism Spectrum Disorders.
- Recognize common characteristics of students with speech, language, hearing, or vision impairments and/or physical, health, and related low-incidence disabilities.
- Match characteristics or eligibility criteria for given students with mild to moderate
disabilities with the appropriate categorical area of special needs.

- Match instances of instructional, assessment, and intervention strategies to the corresponding level of Response to Intervention (RTI).
- Select activities, programs, and approaches to accommodate the specific needs of students who are gifted and talented.
- Determine appropriate intervention and instructional strategies for given students with mild to moderate disabilities using a Response to Intervention (RTI) framework.
- Determine how an evaluation of performance versus potential determines a student's exceptionality, eligibility, and placement in a special education program.
- Determine potential causes or impact on students and families of disproportionality of various sub-groups receiving special education services.

- **Competency 648.1.3: Relationships, Partnerships, Advocacy, and Collaboration**
  The graduate selects appropriate strategies to effectively and ethically engage with students, families, administrators, and other stakeholders in support of the education of diverse learners.

**Objectives**

- Identify community resources available for families and students with special needs.
- Select appropriate procedures for connecting students and families with community-based resources in a given situation.
- Identify potential ethical implications of professional practice when working with students and families receiving special education services.
- Recognize the importance of using person first terminology.
- Determine appropriate professional and ethical practices in classroom activities and interactions for a given case.
- Determine practices for staying abreast of new developments and opportunities that support the learning of students with exceptional needs. Determine the appropriate use of person first terminology.
- Select strategies to encourage families of students receiving special services to participate in educational processes in a given case. Recommend strategies to establish community partnerships in support of students with special needs.
- Analyze a given case for sensitivity, effectiveness, and professional dispositions in communication and collaboration.
- Identify various strategies that support student voice and student-centered learning.
- Determine an appropriate strategy for integrating student initiated learning experiences in specified ongoing instruction.

- **Competency 648.1.4: Instructional Strategies in Special Education**
  The graduate selects effective and appropriate learning opportunities for the specific needs of diverse learners.

**Objectives**

- Determine appropriate methods for establishing instructional priority in a given student’s
Individualized Education Plan (IEP).
- Adapt a given lesson to align with specified assessment results drawn from current progress monitoring from an Individualized Education Plan (IEP).
- Adapt specified instructional methods or materials to facilitate mastery of general education curriculum at the elementary, middle, or high school level for students with different learning needs.
- Recognize examples of accommodation or modification.
- Contrast accommodation and modification.
- Determine students and situations for which accommodation or modification are appropriate.
- Identify appropriate uses of approved accommodations and modifications in regards to standardized testing.
- Modify a given instructional strategy to increase the rate of successful outcomes for students receiving special education services.
- Apply appropriate principles of Universal Design in a given scenario.
- Select instructional strategies that encourage the development of critical thinking and problem solving skills for students receiving special education services.
- Determine the effectiveness of instructional strategies in meeting the requirements of an Individualized Education Plan (IEP) or Individualized Family Service Plans (IFSP) in a given situation.

**Competency 648.1.5: English Language Learning**
The graduate recommends best practices to plan classroom instruction in a supportive learning environment for ELL students.

**Objectives**

- Identify the distinct characteristics and needs of students with limited language proficiency.
- Match specified communication methods to corresponding language proficiencies or cultural linguistic differences in students.
- Identify appropriate applications of specified methods of instruction for use when teaching English to speakers of other languages (ESOL).
- Apply components of a theoretical base that supports the development and learning of English language learners (ELL) to particular situations.
- Determine appropriate activities for students’ cultural background, learning styles, and language levels.
- Recommend language models, instructional strategies, or resources that facilitate understanding of subject matter for special education students whose primary language is not English.
- Recommend appropriate ELL and content instruction to meet reading and writing needs of students for a given case.
- Recommend procedures for grouping students to meet instructional needs of linguistically and culturally diverse student populations.

**Competency 648.1.6: Behavioral Intervention Strategies**
The graduate selects appropriate behavioral intervention strategies for students with special educational needs.

Objectives

- Identify key behavioral intervention strategies and likely outcomes.
- Recognize how the theory of reinforcement can be applied to behavior modification for students receiving special education services.
- Select appropriate procedures of Applied Behavioral Analysis in a given scenario to modify student behaviors.
- Select an appropriate behavioral intervention strategy using a given behavioral assessment for a student receiving special education services.
- Select appropriate components for a behavioral intervention plan in a given scenario.

**Competency 648.1.7: Technology and Accommodations for Students with Special Needs**

The graduate selects appropriate technology tools and accommodations to support the education of diverse learners.

Objectives

- Identify the process for determining accommodations for students with special needs.
- Determine an appropriate process for monitoring the required accommodations of student with special needs.
- Analyze a specific situation or environment to determine appropriate accommodations for and accessibility needs of a given student.
- Match specified communication methods to corresponding language proficiencies or cultural-linguistic differences in students in a given teaching scenario using assistive technologies.
- Recognize how technology tools can be used to support and facilitate Universal Design.
- Recognize appropriate uses of technology for emotional and behavioral disorders.
- Select appropriate technologies for use as assistive devices for given situations.
- Determine appropriate assistive technologies for specific physical disabilities.
- Determine appropriate technologies and applications for students who are gifted and talented.
- Select a specific augmentative, alternative, or assistive technology that lends support and enhances communication for students in a given special education setting.

**Competency 648.1.8: Assessment Practices**

The graduate selects research-based and data-driven assessment strategies that meet the needs of diverse learners.

Objectives

- Identify a range of assessment challenges faced by students with various special learning needs.
Identify common assessments appropriate for identifying or qualifying students for special education services.

Determine accommodations for different testing situations including teacher-made or informal assessments for students who are receiving special education services.

Determine accommodations for standardized assessments for students who are receiving special education services.

Select special education assessments for determining instructional and behavioral ability levels that will guide instructional decision making and intervention.

Select an appropriate individual or group assessment for a given scenario of special education students with diverse language, communication, cognitive ability, or diverse background.

Preparing for Success

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

Your 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 about ESSA
- Fact sheet on ESSA
- Transition Letter

Automatically Enrolled Learning Resources

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.

Note: The video links listed in the text Special Education in Contemporary Society can be accessed at http://www.sagepub.com/gargiulo4emedia/study/chapter.htm along with other valuable learning resources.

These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.

VitalSource Navigational Video
Print-On-Demand Option

Educational Impact
Educational Impact is an online resource of video training and related worksheets. Educational Impact's videos and worksheets provide you with an opportunity for learning about several important facets of modern education and observing classrooms where specific practices are implemented and problems are addressed.

You will be linked to specific modules within the activities that follow.

Additional Preparations

Study Notes
Write responses to the questions and prompts throughout the course in your study notes. In addition to those responses, you may want to include more of your own thoughts and feelings. Think about

- your progress through the course, including any personal misconceptions you discover and correct through your studies,
- ways the activities and projects enhance your learning,
- your reactions to or reflections on the activities in the course, and
- notes on topics that you want to remember and refer back to as you prepare for the assessments or begin your future teaching activities

You can also use your notebook as a place to review the material from each chapter of the textbook and answer chapter review questions. Your notebook will be a great study aid for the objective assessment.

As a teacher-in-training, you could consider this note-taking process as a way to begin modeling good study habits for your future students. Your experiences here will help you to become a well-prepared teacher and a reflective educator.

Live Session Calendar
NIC1 Live Events
This calendar includes all of our live events, including webinars, test reviews, and cohorts.
Simply click on any of the offerings to learn more about them. All times listed are Mountain times. Be sure to change the time to your own time zone.

Click on the calendar title (NIC1 Live Events) to open the calendar in a new window.

**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.

**Week 1:**

- Competency 1: Legal Implications of Special Education
- Competency 6: Behavior Intervention Strategies

**Week 2:**

- Competency 2: Identifying Student Needs

**Week 3:**

- Competency 4: Instructional Strategies in Special Education

**Week 4:**

- Competency 5: English Language Learners

**Week 5:**

- Competency 7: Technology and Accommodations for Students with Special Needs

**Week 6:**

- Competency 3: Relationships, Partnerships, Advocacy, and Collaboration
- Competency 8: Assessment Practices

Note: This pacing guide does not replace the course. Please continue to refer to course for a comprehensive list of the resources and activities.
Legal Implications of Special Education

You have likely heard the terms "No Child Left Behind," The Disability Act of 2004, the IEP process, Section 504, FERPA, The American Disability Act, and others. Throughout the years, special education has gone through many changes as a result of judicial and legislative actions. This section will help you develop a better working knowledge of the legal aspects of education that will affect your classroom practices as you move toward becoming an educator in 21st century schools.

**Public Law**

This section explores how certain education laws developed and how they are applied in education today.

As a professional educator, you will work with students that require accommodations to experience academic success in your classroom. By developing an understanding of the laws and processes for ensuring that all students receive a quality education, you will be better able to design classroom instruction that meets the needs of a diverse student population.

**Public Law**

Read

- chapter 2 ("Policies, Practices, and Programs") in *Special Education in Contemporary Society*

Read

- chapter two ("Collaboration and the Team Approach") in *Teaching Students with Special Needs in General Education Classrooms*

Do

Name and describe the six major components and guarantees contained in Public Law 94-142.

Explain the impact that the following cases had on education:

- PA Association for Retarded Citizens v. Commonwealth of PA
- Diana v. State Board of Education 1970

**Impacts of Educational Laws**

In the Educational Impact Program Library, go to the following program:

- Special Education Law – 12 Common Scenarios

Watch:

- Topic A, Reviewing Special Ed Law through the Lens of Common Scenarios
Read:

- pages 63–84 of *chapter 2 ("Policies, Practices, and Programs")* in Special Education in Contemporary Society

Do

Take a few moments to locate and review each of the following cases found in chapter 2, and indicate in your notes how each of the following cases impacted the provision of student services. Then, compare and contrast the cases in a table format. Be sure to identify how they are similar and how they are different. Are there commonalities among the cases? How do they stand in contrast to each other?

What is the correlation of these cases to PL 94-142 and subsequent reauthorizations of that law?

- Brown v. Board of Education of Topeka, Kansas
- Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania
- Larry P. v. Riles
- Board of Education of the Hendrick Hudson Central School District v. Rowley
- Daniel R.R. v. State Board of Education
- Oberti v. Board of Education of the Borough of Clementon School District

**FERPA and Due Process**

In the Educational Impact Program Library, go to the following program:

- School Law 101: Reducing Liability, Litigation and Other Potential Problems

Watch

- [Module 3 Topic E](#), clips 1–4

You have been selected to make a presentation at a school board meeting to the community and board about due process parental rights for special education students. You have been directed to include the case Winkelman v. Parma in your presentation. In your notebook, outline the presentation you would make, and explain in a brief paragraph how you would include the case within your presentation.

**Treatment of Special Education Students**

In the Educational Impact Program Library, go to the following program:

- School Law 101: Reducing Liability, Litigation and Other Potential Problems

Watch
Module 3 Topic A clips 1, 5, 8, and 11

Referral Process

Read

- page 23, "Student’s Stories: Marvin and Jake" of chapter 2 ("Collaboration and the Team Approach") in Teaching Students with Special Needs in General Education Classrooms
- pages 63–67 of chapter 2 ("Policies, Practices, and Programs")

Do

Identify the steps of the referral process, and explain why and how you would make a referral for Marvin and Jake.

Identifying Student Needs

As you look at the faces in today’s schools, you see a more diverse classroom than ever before. This unit introduces the graduate to "high incidence" disabilities, "low incidence" disabilities, gifted and talented students, students at risk for academic failure, and the concept of equity pedagogy.

Characteristics and Criteria

In order to be responsive to changing demographics, you must be able to recognize the characteristics of various diverse populations found within the classroom.

Intellectual Disabilities

The disabilities covered in this unit are considered high incidence disabilities. That is to say, these are the most prevalent disabilities seen in the classroom. The next several activities and reading assignments will build on this activity.

Read

- Pages 139-150 of chapter 5 ("Individuals With Intellectual Disabilities or Mental Retardation") in Special Education in Contemporary Society
- pages 158–169 of chapter 5 ("Individuals With Intellectual Disabilities or Mental Retardation") in Special Education in Contemporary Society

Do

After you have completed reading the chapter, create a chart in your notebook that allows you to list the exceptionality covered in this and subsequent chapters, and their related characteristics. Add notes about any similarities that you identify through your readings.

Learning Disabilities and ADHD
Read

- pages 193–199 and 201–211 of chapter 6 ("Individuals With Learning Disabilities") in *Special Education in Contemporary Society*
- pages 241–250 of chapter 7 ("Individuals With Attention Deficit Hyperactivity Disorder") in *Special Education in Contemporary Society*

Do

After you have completed the reading, list the additional exceptionalities to the chart in your notebook and their related characteristics. Add notes about any similarities that you identify through your readings.

**Dyslexia**

Watch

- **What is dyslexia? Kelli Sandman-Hurley TED-Ed** (5 min)

Read

pages 8–40 of *The Dyslexia Handbook*.

"Students who continue to struggle with reading, despite appropriate or intensified instruction, are provided organized systems of reading support. Some students struggle during early reading acquisition while others do not struggle until later grades, even at the postsecondary level. Here they face more complex language demands (e.g., reading textbooks, academic texts and other print material). For many struggling readers, the difficulty may be due to dyslexia. Dyslexia is found in all student populations and languages. Some students with dyslexia may be English language learners (ELLs) who struggle with reading not only in English, but in their native language as well. In Texas, assessment for dyslexia is conducted from kindergarten through grade 12" (*The Dyslexia Handbook*, 2014, p. 6).

**Emotional Disability and Autism Spectrum Disorders**

Read

- Pages 274–282 and 292–293 of Chapter 8 ("Individuals With Emotional or Behavioral Disorders") in *Special Education in Contemporary Society*
- Pages 324–329 and 331–337 of Chapter 9 ("Individuals With Autism Spectrum Disorders") in *Special Education in Contemporary Society*

Read

- Pages 264–277 of Chapter 14 ("Teaching Students with Autism Spectrum Disorder") in *Teaching Students with Special Needs in General Education Classrooms*

Do
After you have completed the reading, list the additional exceptionalities to the chart in your notebook and their related characteristics. Add notes about any similarities that you identify through your readings.

**Hearing and Visual Impairment**

Read

- pages 407–413 of *chapter 11* ("Individuals With Hearing Impairments") in *Special Education in Contemporary Society*
- pages 453–459 of *chapter 12* ("Individuals With Visual Impairments") in *Special Education in Contemporary Society*

**Physical Disabilities**

Read

- pages 491-507 of *chapter 13* ("Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities") in *Special Education in Contemporary Society*

**Gifted and Talented Students**

Read

- pages 541–544, 548–549 and 553–554 of *chapter 14* ("Individuals Who Are Gifted and Talented") in *Special Education in Contemporary Society*

**Teaching in a Culturally Diverse Classroom**

Complete

- [Cultural and Linguistic Differences: What Teachers Should Know (Star Legacy Module)](#)
As you work through the activities, match up the teaching strategies you discover with their appropriate cultures.

Read

- **Cultural Identity and Teaching**

Do

After you have completed the reading, list the additional exceptionalities to the chart notes and their related characteristics. Add notes about any similarities that you identify through your readings.

**Identification and Intervention**

Response to Intervention, or RTI, is a tiered approach to help students who are struggling academically and behaviorally. It is research-based, positive, early intervention that focuses on teaching strategies rather than disciplinary means to promote academic success. As you learn about the various aspects of RTI, keep in mind that the student’s difficulties may be a result of teaching inadequacies either in use now or in the past. You will be expected to be able to differentiate among the various tiers of intervention.

**Response to Intervention**

Complete

- **RTI: An Overview** (IRIS Center STAR Legacy Module)

In the Educational Impact Program Library, go to the following program:

- Mastering RTI: A Step by Step Approach

Watch and Complete

- **Module 1 Topic A**, clips 1–13
- **Module 2 Topic A**
- **Module 2 Topic B**
- **Module 2 Topic C**
- **Module 2 Topic D**
- **Module 2 Topic E**
- **Module 2 Topic F**

Complete

- **Implementing an Effective RTI Process** (Module 2 assessment)

**Interventions and Strategies in RTI**

Read
Reflect

Pay close attention to table 6.3 on page 213. Note your observations and reactions.

**Inclusion Continuum and Service Delivery Models**

The debates over special education services are often confusing and multi-layered. Some educational professionals advocate that all students should be educated according to age rather than academic ability or mental age, while others believe in a continuum of service delivery possibilities. This section investigates some of these debates, discussing special education placements and the impact of disproportional representation on students and families.

**Special Education Placements**

Read

- pages 212–214 of *chapter 6 (“Individuals With Learning Disabilities”) in Special Education in Contemporary Society*

Do

Complete the following simulations:

- The IEP Process, Part 1: Observation
- The IEP Process, Part 2: Referral
- The IEP Process, Part 3: The Meeting

After reviewing the chapter and simulations, prepare an explanation for parents explaining how their child's evaluation performance determined his or her exceptionality, eligibility for services, and placement within the special education program. Consider that you will be part of a team meeting with the parent. How can you support the family and help them to understand this process?

**Disproportional Representation**

Read

- pages 97–112 of *chapter 3 (“Cultural and Linguistic Diversity and Exceptionality”) in Special Education in Contemporary Society*

Do

Produce a brief explanation of the impact of disproportionality on students and families in your community.

**Relationships, Partnerships, Advocacy, and Collaboration**
Exceptionality changes the dynamics of the family and the interactions that occur within it. Families with children that have exceptionalities often need additional resources and additional parent-professional partnerships. It is important for you as an educator to understand the interactive relationship of exceptionality and the impact it can have on the family.

**Community Collaboration**

Families are a vital role in the successful education and integration of an exceptional student. Families are often faced with difficult and frustrating decisions when it comes to their children. Often these difficulties create barriers that interfere with a family’s ability to contribute to their children’s learning. As a classroom teacher, you will be in a position to advocate for partnerships with services and support organizations with your students’ families and with your school and district leaders.

**Families and Services**

Read the following section in the text, *Special Education in Contemporary Society*:

- pages 113–122 of *chapter 4 (“Parents, Families, and Exceptionality”)* in *Special Education in Contemporary Society*

Do

Visit following websites and develop a list of at least five local resources supporting families and individuals with disabilities that you could provide to a parent seeking assistance for a student in your classroom.

- [OSERS](#)
- [Center for Parent Information and Resources](#)
- [Parent Technical Assistance Center Network](#)

**Connecting Families and Services**

Read

- pages 123–136 of *chapter 4 (“Parents, Families, and Exceptionality”)* in *Special Education in Contemporary Society*

Do

Review the information found at the following websites, and specify the different types of procedures presented within each site that help families make connections to resources.

- [Support for Parents of Children with Special Needs](#)
- [Childserve](#)
- [Jonah & The Whale Foundation](#)

After exploring these websites, explain in a brief paragraph what procedures you might create to assist in connecting students and families to community-based resources.
Ethics
As a professional educator you will be exposed to many different situations regarding students, their families, and your peers. Identifying and developing a personal set of professional ethics will help you to establish guidelines that will expand your classroom practices and aid in exercising professional judgment. Ethics ties to topics you have already explored, such as the legal aspects of education, classroom practices, family and community relationships, and student services. What you learned in each of the topics mentioned above will in some way be affected by your ethical choices. Your ethics will influence the relationships you build with your peers, your administrators, your community, and your students and their families.

Ethical Practices

Review
- CEC Ethical Principles and Practice Standards for Special Education Professionals
- Special Educator Professional Preparation
- NEA Code of Ethics

Read
- Teachers' Ethical Dilemma

Reflect

After reading through the list of ethical principles and standards for professional practice, consider the ethical implications of your professional practices and list how they might influence your decisions when working with students and families receiving special education services. Professional practices to consider might include, but are not limited to:

- levels of expectations,
- school involvement,
- developing family relationships,
- working with service providers,
- collecting and using data,
- safety,
- advocating for change,
- professional improvement, and
- knowledge of laws and regulations.

Is it Ethical?

Do

Using the CEC web pages from the previous activity for reference, identify an appropriate response for each of the following scenarios and explain why it is an ethical decision.

- A parent of a special education student attends the same yoga class as you. The parent
repeatedly asks about the child’s progress in school.

- A group of paraeducators sit together every day at lunch in the main cafeteria. They discuss the students they work with, and the way that the classroom teacher does or does not provide adequate services.
- A student in an ENL program is having some problems in math class. The teacher says she thinks the student is a gang member and that if the school rules regarding gang membership are enforced, the student will drop out of school. In this case, the teacher will not have to provide additional assistance.
- At a dinner party, the school secretary shares with you some highly sensitive information about a student that she read in the student’s cumulative file.
- At a professional meeting, a teacher shares with a group of her peers that she doesn’t think the school should be wasting tax payers’ money on special education students.
- A paraeducator in a general education classroom is given the responsibility of planning for the special education student’s daily work and activities.

Compare your responses to those in the following document:

- **Is It Ethical?**

**Professional Growth and Development**

In the Educational Impact Program Library, go to the following program:

- 22 Components of Great Teaching

**Watch**

- [Module 4 Topic A, clips 4A, 4D, and 4E](#)

**Reflect**

Why is it important to be aware of new developments and opportunities that support student learning. How will you continue to focus on current practices and developments in special education.

**Do**

Search the web and list several organizations that offer continuing education opportunities for learning about current practices with special education students, ELL students, and gifted and talented students.

**Language Choices Matter**

Consider the principles and examples presented on the following web page:

- [People First Language](#)
Reword the following statements so they reflect cultural sensitivity and person-first language that puts the person before the disability:

- He is in special education.
- She is confined to a wheelchair.
- He is mentally retarded.
- She is a midget.
- He is a quadriplegic.

Words are powerful tools that reflect the values of society; both prejudices and achievements. Through the use of person-first language we can make a positive impact on how society views exceptional individuals. In your notebook, rewrite this phone conversation to encompass person-first language:

Hi Mom! I called to tell you about a new family that moved in to the house next to us. They have two children that will probably go to school with John and Jane this fall. The sad thing is that the boy is in a wheelchair and the girl looks like she has some kind of mental disability. I had hoped that the people moving in would have children that could play with John and Jane.

**Student Voice**

The old notion of a classroom in which students sit quietly while the teacher imparts knowledge is rapidly disappearing. The 21st century classroom represents an educator's changing role from the professional who imparts knowledge to the professional who leads, coaches, facilitates, and consults. Within classrooms today, you will encounter diverse learning populations with multiple needs. Through the creation of student-centered learning environments, teachers have the opportunity to meet students' needs, actively engage students, and create learning opportunities for all students.

**Student Voice**

Read

- **TEAL: Student-Centered Learning**
- **Benefits for using a student-centered approach**

Do

List and explain two strategies that support student-centered learning. Explain how these strategies increase the student voice in classroom learning opportunities.

Choose a strategy that you could use to prepare a basic student-centered activity integrating student-initiated learning experiences.

- What are the benefits of this strategy?
- Why did you choose this strategy?
- How does the strategy encourage student-initiated learning experiences within the activity that you prepared?
Family Relations and Partnerships
As a professional educator, you will participate in case conferences and meetings with families of exceptional children. How you respond and how you choose to work with each family will help determine the relationship and level of participation of the family in the child's education and service provisions.

This section draws on your understanding of the law, your ethics, your understanding of student service provisions, and the individualized process for creating an effective learning environment for an exceptional child.

Family Involvement

Review

- pages 115–120 chapter 4 (“Parents, Families, and Exceptionality”) in Special Education in Contemporary Society

Do

List two strategies you could use to encourage families to participate in their children’s educational processes. Then prepare and write three sample opening dialogues that you might have with the parents of a student in need of special education services, ELL services, or gifted and talented services.

Note that each of these conversations may require a different approach and differing levels of sensitivity.

- How would you begin?
- How would your frame the student’s needs?
- What documentation might you provide to support your conversation?

Communication and Sensitivity with Families

Review

- pages 121–129 of chapter 4 (“Parents, Families, and Exceptionality”) in Special Education in Contemporary Society

Do

Explain the stages of emotional response that parents may go through when informed that their child has a disability.

Reflect

What behaviors might they exhibit? Now, consider the family as a whole, and explain what other family members might experience.
Families and Service Providers

Read

- pages 131—133 of chapter 4 ("Parents, Families, and Exceptionality") in Special Education in Contemporary Society

Do

Prepare a list of what you believe are key personal characteristics of professionals who work with families with exceptional children.

Reflect

What strategies would you recommend to your building administration for establishing partnerships with service providers in or around your community? Explain why you think these strategies might be effective and why are they important.

Instructional Strategies in Special Education

Every student is different. As a teacher, you must be able to recognize when students are having difficulty so that accommodations and/or modifications can be made to the curriculum, instruction, or assessment. In this unit, you will recognize the difference between accommodations and modification, determine when each is appropriate, determine which accommodations and/or modifications to make, and look at several ways to differentiate instruction.

Instructional Strategies

No two students learn the same way. Teachers must be able to individualize instruction for the diverse needs of the students. This unit provides the framework for understanding the differences between accommodations and modifications, and demonstrates the development of differentiated instruction.

Accommodation and Modification

Read

- pages 557–569 of chapter 14 ("Individuals Who are Gifted and Talented") in Special Education in Contemporary Society

- pages 123–127 of chapter 6 ("Encourage Positive Classroom Behavior") in Teaching Students with Special Needs in General Education Classrooms

- page 156 of chapter 8 ("Coordinating the Classroom Learning Environment") in Teaching Students with Special Needs in General Education Classrooms

Review

- Supports, Modifications, and Accommodations for Students
Complete

- **Accommodations: Instructional and Testing Supports for Students with Disabilities** (Star Legacy Module)

Review

- **Assessment and Accommodations**

Reflect

Do you agree with the concept of adapting the learning environment for students with special needs? Do you think that changes should be made to the curriculum (modifications) for students with special needs? In your notebook, give a rationale for your answers.

**Universal Design for Learning**

Complete

- **Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students** (Star Legacy Module)

Read

- pages 91–93 of chapter 5 (“Adapting Instruction”) in Teaching Students with Special Needs in General Education Classrooms
- pages 30–31 of chapter 1 (“Special Education in Context: People, Concepts, and Perspectives”) in Special Education in Contemporary Society

Reflect

How will you use these concepts when designing and writing lesson plans for your own class?

**Instructional Planning**

Some of the students in your classroom will have an IEP. Think of the IEP as a roadmap to a student’s success.

**Instructional Strategies**

Complete

- **Differentiated Instruction: Maximizing the Learning of All Students** (Star Legacy Module)

Read

- pages 25–29 of chapter 1 (“Special Education in Context: People, Concepts, and Perspectives”) in Special Education in Contemporary Society
Do

Go to Special Education in Contemporary Society and watch the following video clips located in chapter 1, "Special Education in Context: People, Concepts, and Perspectives":

- clip 1.6
- clip 1.7
- clip 1.8
- clip 1.9

Reflect

Think about the six strategies for team teaching. Which of these would you feel the most comfortable using on a regular basis? What are the benefits of your choice compared to the others?

Instructional Strategies, Part 2

Read

- chapter 5 ("Adapting Instruction") in Teaching Students with Special Needs in General Education Classrooms

View

- Sample Plan - Individual Education Program

Do

Select a few instructional strategies that will best meet the needs of the student in the individual education plan. What are some ways you can determine the effectiveness of these strategies?

English Language Learning

It is imperative that educators learn how to effectively communicate cross-culturally in classrooms where what is communicated, practiced, and perceived greatly affects and impacts students positively. Additionally, it is important to understand the role that culture plays within a multi-cultural school setting because culture as a medium touches and alters all aspects of human life. Acquiring culture is a gradual process achieved after many observations, experiences, and interactions in the classroom with students, parents, and peers. The more you learn about students of diverse backgrounds, the better cross-cultural communicator you will become, and the more likely you are to contribute to positive student-learning outcomes.

Instruction for English Language Learners

English language learners are the fastest growing group of student in the United States today. One out of every nine students is learning English as a second (or even third) language. To be successful with these students, you will draw on what you understand about relationships, student growth and development, language development, teaching methods and strategies, and
differentiated learning. You live in a global society, as an educator you are called upon to instruct and work with students with different ethnicities and beliefs from those to which you may be accustomed. Understanding cultural diversity will help you work with and respect diverse students and provide guidance more effectively toward academic and personal success.

**Characteristics of Students With Limited Language Proficiency**

**Do**

In the Educational Impact Program Library, go to the following program:

- Teaching the ESL Learner

**Watch**

- Module 1 Topic A
- Module 1 Topic B
- Module 2 Topic A
- Module 2 Topic B
- Module 6 Topic A
- Module 6 Topic B

**Read**

- chapter 3 (“Cultural and Linguistic Diversity and Exceptionality”) in *Special Education in the Contemporary Classroom*

**Do**

Describe the identifying characteristics of a student demonstrating limited language proficiency.

**Reflect**

If you were working with a child in the classroom that you identified to be in need of services based upon these characteristics, what would be your next step? Whom would you approach? What immediate assistance could you provide in the classroom?

**Communicating Effectively With English Language Learners**

**Read**

- chapter 18 (“Teaching English Learners”) in *Teaching Students with Special Needs in General Education Classrooms*

**Do**

Review figure 18–2 on page 339. Explain the differences between basic interpersonal communication skills and cognitive/academic learning proficiency for this child. Provide a few
examples of some of the academic words and phrases that might prove difficult for the English learner.

Access the following webpage and review the modules linked in the chart:

- **STAR Legacy Module: Teaching English Language Learners: Effective Instructional Practices**

**Lesson Plan Adaptation**

The diversity of learners in every classroom requires that teachers adapt lesson plans to meet all learning needs. By focusing on learning objectives, teachers can find ways to allow students with various learning styles and exceptionalities to meet learning goals by adapting how they acquire and demonstrate knowledge.

**Adjusting Instruction**

Read

- **chapter 9 ("Accommodating Instruction to Meet Individual Needs")** in *Educational Psychology: Theory and Practice*

**Adapting Lesson Plans**

Reflect

- Which methods can be employed for adaptation?

**The Purpose of Adapting Lesson Plans**

Read

- **chapter 2 ("Understanding Your Students")** in *Effective Teaching Methods: Research-Based Practice* text:

**Grouping Students for Instruction**

As a teacher candidate, you should understand the importance of grouping strategies and know how to implement these strategies in instruction.

Reflect

- Which strategies do teachers use to group students?
- Why do students need to be grouped for instruction?

**The Purposes for Heterogeneous/Homogeneous Groups**

Read
• chapter 11 (“Cooperative Learning and the Collaborative Process”) in Effective Teaching Methods: Research-Based Practice

Do

Draw a Venn diagram that identifies reasons for using heterogeneous and homogeneous instructional groups.

Effective Homogeneous Groups

Read

• chapter 8 (“Teaching Strategies for Indirect Instruction”) about different kind of groups in Effective Teaching Methods: Research-Based Practice
• pages 221–222 of chapter 7 (“The Effective Lesson”) in Educational Psychology: Theory and Practice
• pages 244–249 of chapter 8 (“Student-Centered and Constructivist Approaches to Instruction”) in Educational Psychology: Theory and Practice
• page 273 of chapter 9 (“Accommodating Instruction to Meet Individual Need”) in Educational Psychology: Theory and Practice

Instructional Strategies

As a teacher candidate, you should learn how to choose the best strategy to help students achieve objectives.

Reflect

• How can teachers determine which are the best instructional strategies?
• How can these strategies be identified?
• How can these strategies be implemented to meet the needs of students who are English Language Learners, hearing impaired, have a specific disability (e.g. reading disability-dyslexia, writing disability-dysgraphia, language disability etc.), are physically disabled or gifted/accelerated learners?
• Where do you find them?

Instructional Approaches and Strategies

Read the following in the Effective Teaching Methods: Research-Based Practice text:

• chapter 7 (“Teaching Strategies for Direct Instruction”) in Effective Teaching Methods: Research-Based Practice
• chapter 8 (“Teaching Strategies for Indirect Instruction”) in Effective Teaching Methods: Research-Based Practice
• chapter 9 (“Questioning Strategies”) Distinguish between implicit and explicit instruction in the Effective Teaching Methods: Research-Based Practice

Behavioral Intervention Strategies

The education of students with emotional and behavioral disorders has historically been
controversial and continues to be a point of discussion in academic settings. As a professional educator, you will draw on your understanding of exceptionalities, learning styles, teaching strategies, assessment, and intervention knowledge to help create and participate in a coordinated system of care for these exceptional children.

**Behavioral Intervention**

As a professional educator, you will be expected to know what service agencies to involve, how to identify the needs of the student, and how to create an environment that helps children experience positive academic outcomes.

This topic investigates appropriate procedures and strategies for creating behavioral intervention plans that meet the needs of the classroom and exceptional students.

**Behavior and Emotional Exceptionalities**

Read

- pages 273—314 of *chapter 8 ("Individuals With Emotional or Behavioral Disorders")* in *Special Education in Contemporary Society*

Do

As you read, identify the various intervention theories and strategies discussed in the textbook. Which strategies do you feel comfortable with implementing? Which strategies might be difficult to implement?

**Behavioral Intervention Plans**

Do

In the Educational Impact Program Library, go to the following program:

- Positive Behavior Support: In Action

Watch

- [Module 1 Topic A](#)
- [Module 2 Topic A](#)

Read

- pages 338-339 of *chapter 9 ("Individuals With Autism Spectrum Disorder")* in *Special Education in Contemporary Society*
- pages 271-273 of *chapter 8 ("Individuals With Emotional or Behavioral Disorders")* in *Special Education in Contemporary Society*

Reflect
Based on the opening scenario in chapter 8, what behavioral assessments would you choose to assess Mike's behavior? How would you use a functional behavioral analysis in this scenario? After an assessment, what components of a behavioral intervention plan would you implement?

Complete

- **Functional Behavior Assessment: Identifying Reasons for Behavior and Developing a Behavior Plan** (IRIS Center Legacy Module)

**Technology and Accommodations for Students with Special Needs**

Today’s educators are often expected to fulfill the role of technology facilitators—one who both advocates for and uses technology appropriately to enable learning. As an educator, you will be expected to create highly engaging learning environments, facilitate assessment collection, analysis, and record keeping using appropriate technology tools, and communicate with colleagues, administrators, and families through multiple mediums. Technology can also be a powerful tool for instruction with diverse classrooms in addition to facilitating appropriate accommodations for exceptional students and students with special needs.

**Accommodation**

This section covers technology available to the general education teacher and how accommodations might be made for students with special needs.

**Accommodating With Assistive Technology**

Read

- chapter 9 ("Assistive Technology") in Students with Special Needs in General Education Classrooms

Review

From "Spotlight on Technology." in Teaching Students With Special Needs in General Education Classroom:  

- pages 199-201  
- pages 218-219  
- page 239  
- page 244  
- pages 258–259  
- page 274  
- page 311  
- page 346

Read
From Special Education in Contemporary Society:

- page 232
- page 314
- pages 389—390
- pages 431—436
- pages 474—478
- pages 527—530

Complete

- Assistive Technology: An Overview (IRIS Center Legacy Module)

Do

- Assistive Technology Activity

Technology

Assistive technology, or AT, is a broad term referring to assistive, adaptive, and rehabilitative devices that assist an individual to function in society at a more appropriate and independent level. These devices can be as simple as a rubber grip on a pencil, or as sophisticated and complex as a motorized wheelchair controlled by the breath of the user. You will examine the world of assistive technology and the role it can play in the educational achievement of all students.

Assistive Technology

Do

Look at the "Spotlight on Technology," pages 292 and 293 of chapter 15 ("Teaching Students with Physical and Health Impairments") in Teaching Students with Special Needs in General Education Classrooms. List the following exceptionalities in a column, on a page in your notebook:

- physical exceptionality
- gifted and talented exceptionality
- mild exceptionality
- emotional and behavior exceptionality
- cultural-linguistic exceptionality

Read

- The W.A.T.I. Assessment Package
- Visit
- AT Assessment - South Carolina

Do
Summarize the information about the assistive technology. Include how the technology supports the students, and when you might utilize the technology in an educational setting.

**Assessment Practices**

The right types of assessment can tell us how well students engaged in the curriculum. We use many different forms of formative and summative assessments to measure student behavior, success, and proficiency. It is essential to understand how assessments are used and how they can facilitate instruction for diverse classrooms and exceptional students.

**Research-Based and Data-Driven Assessment**

From time to time, it is necessary to assess the needs and academic achievement of your students. This section introduces effective research-based assessment strategies appropriate for exceptional learners and students with special needs.

**Curriculum Based Assessments**

Do

Go to the following website to learn the difference between formative curriculum based assessments and summative curriculum based assessments:

- "What's the Difference Between Formative and Summative Assessments?"

**Accommodations and Assessments**

Read

From *Special Education in Contemporary Society*:

- pages 211–214
- pages 250–252
- pages 293–296
- pages 337–339
- pages 413–415
- pages 460–463
- pages 507–508
- pages 546–547

Read

From *Teaching Students with Special Needs in General Education Classrooms*:

- pages 187–91 (learning disorders)
- pages 213–215 (intellectual disability)
- pages 235–237 (emotional/behavioral disorder)
- pages 253–255 (speech impairment)
- pages 266–269 (autism)
- pages 338–340 (English language learners)
Complete

- **Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan** (Star Legacy Module)

Reflect

How does functional behavioral assessment work to reduce problem behaviors in the classroom?

**Standardized Testing Accommodations**

Complete

- **Accommodations: Instructional and Testing Supports for Students with Disabilities** (Star Legacy Module)

Reflect

What additional accommodations do you feel are effective or important for standardized testing situations?

Review

Each state decides what standards to use for its students, so it is important for you to be familiar with the standards adopted by your state. For more information about Common Core or your state's education standards visit:

- **State Specific Requirements**

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.