

## Calendar Description

A variety of practical strategies for developing meaningful curriculum and instructional adaptations and modifications for students with severe disabilities will be explored. The strategies involve collaborative team approaches (school and community) to planning and implementing programs for students. Involving parents as part of the Learning Team will be emphasized.

## Content/Objectives

- Inclusive teaching and learning strategies.
- Differentiated instructional practices.
- Adapting curriculum (Language Arts, Math, Social Studies, Science).
- Social learning experiences in inclusive classrooms and schools.
- Working collaboratively with parents and paraprofessionals.
- Transition processes, activities and supports needed for success.

## Outcomes/Competencies

- Demonstrates the adaptations of the regular curriculum to provide meaningful content and learning activities for all students.
- Identifies strategies that address the learning needs of all students.
- Adapts the social environment of the classroom.
- Implements a variety of peer learning experiences.
- Facilitates effective transition processes.
- Builds effective collaboration with parents, school personnel, post-secondary education and work.

## Assignments

Active class participation	20%
Group Project	40%
Term Paper	40%

## Resources

- Gregory, G.H. & Chapman, C. (2002). *Differentiated Instructional Strategies: One size does not fit all*. Thousand Oaks, CA: Corwin Press
- *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities*, 2002; Available at: [http://www.education.gov.ab.ca/k\\_12/specialneeds/unlocking/unlocking.pdf](http://www.education.gov.ab.ca/k_12/specialneeds/unlocking/unlocking.pdf)
- **(Alert: 126 pages to print)**
- Selected readings to be distributed in class
- Guest speakers

***Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)***

## Instructor and Course Information

COURSE:	CORE 535.01	INSTRUCTOR:	Sharon Rogerson
TERM:	Summer 2007	TELEPHONE:	220-2985 (CRDS Office)
SECTION:	L61	E-MAIL:	rogersonsharon@shaw.ca
DATES/TIMES:	July 9-13, 8:30am - 4:30pm	OFFICE HOURS:	By appointment
LOCATION:	EDB 350, University of Calgary		

## Course Description

Inclusive education is a reality for teachers in regular education. Teachers need information about practical strategies to assist them to include children with special needs and to assist their students to feel they are capable, connected and contributing members in the regular learning environment. More specifically, on completion of the course students will:

- Demonstrate an understanding of what inclusion is;
- Demonstrate knowledge of and ability to apply successful instructional and curricular strategies for all students including students with special needs in the regular classroom;
- Demonstrate the ability to utilize a range of strategies and resources to modify instruction in the context of the regular curriculum;
- Demonstrate knowledge of effective collaboration and team work skills;
- Demonstrate ways to build caring school communities and promote parental involvement

## Course Content

- Explore the meaning of inclusion
- Policies, issues and trends in serving students with special learning abilities
- Building an inclusive caring school community
- Roles and responsibilities of school personnel
- Teacher support teams
- Parental collaboration
- IPP writing
- Collaboration and consultation with IPP team
- Classroom organization and learning environments
- Best practices in instructional design and implementation
- Curriculum adaptation
- Connecting learner goals and instructional strategies
- Assessing and reporting student progress

## Methodology

- Lectures
- Multi-media
- Large and Small Group Activities/Presentations
- Assigned Readings

## Details of Assignments

1. **Active Class Participation:** **Value 20%**  
Active class participation in all sessions, evidence of having read assigned readings, thoughtful engagement in discussions and activities.

2. **Group Project:** **Value 40%**  
As a group you will research one aspect of differentiated instruction or curriculum adaptation and present your findings to the class on the date assigned. This is a group project and you may divide the task as you see fit. The size of the groups will depend on the size of the total class. Your presentation should take about 25 – 30, minutes, which should include time for questions and discussion. Plan to distribute to your classmates a one-page, concise summary of your findings. This summary is due the day of the presentation.

**Content:** (20 points)

- Question clearly stated
- Connected within a larger conceptual framework
- Evidence of research
- Practical use and implications
- Answered the previously stated question

**Organization** (5 points)

- Breadth and depth to content
- Flow/continuity
- Organized logically
- Included both an introduction and summary
- Involvement of all group members
- Leadership is demonstrated in presentation

**Effectiveness and Style of Presentation** (10 points)

- Used at least one differentiated instructional strategy
- Demonstrated knowledge of subject matter
- Answered question from audience adequately
- Engaged audience
- Interactive

**Handout** (5 points)

- 1 page summary
- Key references provided
- Ease of understanding
- Lack of jargon
- Usefulness of information

**Due Date:** July 13, 2007

3. **Term Paper** **Value 40%**  
Choose an area of inclusion of interest to you. The paper can be theoretical or applied, based on current research and should include a discussion of the implications for practice. *10 pages - double spaced, APA referencing required.*

**Marking Criteria:**

- a) **Synthesis of previous research** (10 points); demonstrates in-depth understanding of issues that are of the greatest current interest within that area; reflects critical thinking about the topic and methodology used.
- b) **Quality of insights;** (10 points); there is evidence and interpretation of experience relative to the professional knowledge base. Main ideas are supported with appropriate examples, quotations, citations and/or definitions. Supporting details are used selectively and integrated into text with sophistication.
- c) **Implication for practice;** (10 points); variables that need to be addressed in the context of the inclusionary practice are identified; specific examples of application are provided and areas of further inquiry are identified.

- d) **Written presentation;** (10 points); ideas are clearly structured; “flow” is clear and easy to follow. Tone and stance are consistent and appropriate to the assignment. When personal voice is used, it assumes a professional stance as evidenced by references to the professional knowledge and by the appropriating professional terminology to discuss personal experience. Academic and professional phrases and vocabulary are used regularly and accurately. Language is academic (avoids slang, contractions, and other markers of informal or spoken registers).

**Due Date: July 20, 2007**

## Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**NOTE: The last day to change/register and pay balance of fees for the Summer session is June 6, 2007. The last day to withdraw is August 15, 2007**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

### Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

**IMPORTANT:** Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

## Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4