

EDUC 5080.01

Bob McMullen  
mcmullen2@mindspring.com

Planning for the Inclusive Classroom

Summer 2004

1. This course will introduce general and special educators to strategies that promote the social and academic integration of children with disabilities into the regular classroom. Topics will include rationale, peer collaboration, team collaboration, student specific planning, curricular adaptations, and positive support plans.

Learning Outcomes:

- \* Pre-service teachers will describe how the history of special education has been influenced by legislation and litigation.
- \* Pre-service teachers will identify ethical practices in education defined by professional organizations in the field. CC7-K4
- \* Pre-service teachers will describe the process of identifying, planning, and integrating the delivery of services for children and youth with special needs. CC4-K1-2, CC5-S6, CC7-K4, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 8.1, MO-STEP 9.1, MO-STEP 9.2
- \* Pre-service teachers will describe the roles and responsibilities of the members of the multidisciplinary team, including professionals from the related services. CC4-K1-2, CC7-K1, CC7-K4, MO-STEP 9.2
- \* Pre-service teachers will identify the principle of effective collaboration and team building. CC4-K4, CC5-S7, MO-STEP 9.2
- \* Pre-service teachers will identify strategies to build partnerships with parents. CC7-K1, CC7-K4
- \* Pre-service teachers will identify strategies by which students may access and acquire curricular content. CC4-K1-2, CC4-K4, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 8.1, MO-STEP 9.2
- \* Pre-service teachers will describe supports needed for students making age and grade level transitions including the transition to adult life. CC5-S6, CC7-K4
- \* Pre-service teachers will identify strategies for directing the activities of a classroom paraprofessional and others in an assisting role. CC5-S6, CC5-S7, CC7-K4
- \* Pre-service teachers will develop a plan to promote social interaction and friendships among children and youth with and without disabilities. CC-S7, CC7-K1, CC7-K4
- \* Pre-service teachers will describe a problem solving approach for dealing with challenging behavior. CC4-K1-2, CC6-K3, CC7-K4, MO-STEP 3.2, MO-STEP 4.2, MO-STEP 5.1, MO-STEP 6.1, MO-STEP 8.1
- \* Pre-service teachers will develop an understanding of the multicultural issues that affect the education of students with special needs. CC7-K4, CC-S7, MO-STEP 1.2, MO-STEP 3.2, MO-STEP 3.4

3. Schedule:

Day 1: Philosophy of Inclusion - Definition, History, and Rationale  
Developing Peer Relationships and Peer Collaboration

Reading: "The Power of Student Collaboration"

Day 2: MAPS and Team Collaboration

Reading: "Maps: a Strategy for Building the Vision"

Day 3: Student Specific Planning & Adaptations and Modifications Part I

Reading: "A Curriculum Development Process for Inclusive Classrooms"

Day 4: Adapting and Modifying Curriculum, Part II

Reading: "Examples of Curricular Adaptations for Students with Severe Disabilities in the Elementary Classroom."

Day 5: Positive Support Plans for Challenging Behaviors

Reading: "Managing Challenging Behaviors"

PROJECTS DUE!

4. Resources:

Readings listed in Schedule above will be distributed to students.

Audio/Visual: a number of videos will be shown in class, which depicts inclusive classrooms, or highlight recognized authorities in the field.

5. Evaluation: Project: Student Specific Inclusion Plan

6. Supplements: Project outline will be distributed in class.

7. 3 Hour Courses: A typed summary/reaction paper of at least 2 pages in length for the readings listed in the schedule above. The summary is due the day the reading is listed for the class. The first summary/reaction paper is due the first day of class. Please read and summarize it to bring to our first meeting.

8. Final Projects will be returned if the students provides a self-addressed stamped envelope of the appropriate size and postage.

9. In this intensive course attendance all class hours is required. Each hour of instruction that is missed requires an additional 2 page summary. Missing more than 4 hours of instruction will cause an incomplete or no credit.

This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.