

# Including Students With Special Needs: Curriculum, Instruction, and Assessment

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

All students, including those with special needs, can achieve high academic standards. In this course, educators examine the learning challenges of students who have disabilities as defined by federal law as well as students who have significant difficulty with learning but do not qualify for special education services. Educators engage in learning activities that encourage them to design and modify curriculum, instruction, and assessment to maximize learning for students with special needs. Additionally, they develop skills for effective collaboration, and they explore the use of digital technologies to support students in an inclusive classroom environment.

*This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.*

## COURSE TOPICS

- Introduction to special education procedures and services
- How quality collaboration affects success in meeting the needs of students
- How to plan instruction for students with special needs
- How to modify curriculum and instruction for students with special needs
- Making content accessible to all students
- Learning strategies that enhance inclusion
- How to use technology to increase content accessibility
- Assessing students with special needs
- Effective strategies for behavior management

## COURSE OUTCOMES

By the end of the course, educators will:

- Explore the implications of special needs legislation and their own role in an individualized education program (IEP) team.
- Evaluate their current practices in teaching students with special needs and identify areas in which support for these students can be maximized.
- Analyze the critical characteristics of effective collaboration and form a collaborative relationship with a colleague in order to benefit a student with special needs.
- Identify which aspects of response to intervention (RTI) will be helpful for general education instructors to meet the needs of students.
- Determine which assessments will be most effective for assessing needs and making instructional decisions for students who are struggling.
- Create a plan to make changes to classroom organization, grouping, materials, and instructional methods in order to enhance student learning.
- Examine factors that contribute to the growing performance gap between students who achieve at grade level and students who struggle with the general education curriculum.
- Identify teaching methods, including using technology, that make content more accessible to students with special learning needs.
- Develop rich and varied learning experiences for all students that result in increased access to learning for students with special needs.
- Plan modifications and design lessons for students who need specialized learning experiences.
- Evaluate student differences with regard to the recognition, strategic, and affective networks of the brain.
- Use the principles of universal design for learning to design curriculum, instruction, and assessment that offers all students access to learning.
- Adapt a classroom assessment for a student or group of students with special needs in order to measure more accurately the skills, knowledge, and progress of the student(s).
- Evaluate the use of strategies for managing challenging behavior, including positive behavior supports (PBS), and plan targeted behavioral interventions based on observation and analysis of student behaviors.

### METHODS OF ASSESSMENT

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This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

### COURSE MATERIALS AND FORMAT

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Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

#### PRINT & DVD FORMAT

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Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
  - *Including Students With Special Needs: Curriculum, Instruction, and Assessment*
- The DVD:
  - Laureate Education, Inc. (Executive Producer). (2009). *Designing curriculum, instruction, and assessment for students with special needs*. Baltimore: Executive Producer.
- The course textbook(s):
  - Friend, M., and Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Columbus, OH: Allyn & Bacon.
- The other required readings

#### ONLINE FORMAT

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Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
  - *Including Students With Special Needs: Curriculum, Instruction, and Assessment*
- Access to the video programs in the online classroom as well as a backup DVD:
  - Laureate Education, Inc. (Executive Producer). (2009). *Designing curriculum, instruction, and assessment for students with special needs*. Baltimore: Executive Producer.
- The course textbook(s):
  - Friend, M., and Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Columbus, OH: Allyn & Bacon.
- Access to the other required readings

### SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

**Note:** If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at [www.mozilla.org](http://www.mozilla.org).

#### Trademark Information

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## EDUCATION EXPERTS

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### Donald D. Deshler, Ph.D.

Dr. Donald Deshler is a professor in the Department of Special Education and director of the Center for Research on Learning at the University of Kansas. Dr. Deshler is the recipient of the Council for Exceptional Children's J. E. Wallace Wallin Special Education Distinguished Service Award and the Learning Disabilities Association of America's Distinguished Service Award. He is co-author of *Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms* and *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools*.

### Marilyn Friend, Ph.D.

Dr. Marilyn Friend is a professor of education in the Department of Specialized Education Services at the University of North Carolina at Greensboro. The co-author of *Including Students With Special Needs: A Practical Guide for Classroom Teachers*, Dr. Friend specializes in the areas of collaboration and consultation in special education, service delivery systems, team building, and inclusive education.

### Margaret E. King-Sears, Ph.D.

Dr. Margaret King-Sears is a professor of special education in the Department of Special Education and Human Development at George Mason University. Dr. King-Sears has worked extensively to educate teachers on successful inclusion practices that ensure progress and challenge for students with disabilities. She is co-author of *Teachers' Guides to Inclusive Practices: Student-Directed Learning* and *Teaching Students in Inclusive Settings: From Theory to Practice*.

### Margaret J. McLaughlin, Ph.D.

Dr. Margaret McLaughlin is a professor and the associate dean for research and graduate education and associate director of the Institute for the Study of Exceptional Children in the Department of Special Education of the College of Education at the University of Maryland. She directs several national and global projects to investigate educational reform regarding students with disabilities.

### Douglas Fuchs, Ph.D.

Dr. Douglas Fuchs holds the Nicholas Hobbs Chair in Special Education and Human Development at the Peabody College of Vanderbilt University. He is author/co-author of more than 200 articles in peer-reviewed journals and has won several "best paper" awards. Among many other accolades, Dr. Fuchs was awarded the Council for Exceptional Children's Career Research Award.

### David Rose, Ed.D.

Dr. David Rose is a co-founder of the Center for Applied Special Technology and a lecturer on education at the Harvard Graduate School of Education. Dr. Rose specializes in developmental neuropsychology and in the universal design for learning technologies. Dr. Rose is co-author of the popular software program WiggleWorks and several books, including *Teaching Every Student in the Digital Age: Universal Design for Learning* and *Learning to Read in the Computer Age*.



#### ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

#### FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit [www.Canter.net](http://www.Canter.net) or call 1-800-669-9011.

#### ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.\* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.<sup>†</sup> Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

### Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org). Canter and Walden University are both subsidiaries of Laureate Education, Inc.

\*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or [prof.educ@k12.wa.us](mailto:prof.educ@k12.wa.us) to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

<sup>†</sup>It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.