

Columbia College
Planning for Inclusion (HSPD266)
Lecture 1
Course Outline

Semester Dates: September 04, 2017 to October 07, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Rona Reid, *M.Ed.*

Email: ronar@columbia.ab.ca

Class Time: 5:30 PM - 9:30 PM (Tue./Thur.)

Room: 805-114

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course focuses on differential practices and strategies to assist educational assistants with their work in an inclusive classroom. Planning and working with various exceptionalities will be studied. You will be looking at such areas as Learning and Behaviour exceptionalities, Intellectual Disabilities and Autism Spectrum Disorder, Communication exceptionalities, Physical and Complex health needs and students who are at risk for many reasons. Issues related to inclusive schools, including diversity and equity, will also be explored. Students will learn how to develop an inclusive climate and how to develop a relationship with students, parents, and other key stakeholders involved in inclusion of students with exceptionalities.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Describe the current state of social inclusion and inclusion education in Canada; the concepts of universal design for learning, differentiated instruction, and progress monitoring; and the various exceptionalities that are identified across Canada
- Understand the role of the classroom teacher and the Education Assistant in identifying the needs of exceptional learners and in carrying out adaptations; collaboration with colleagues and parents; and developing individual education plans
- Identify exceptionalities and the ways one can adapt or differentiate teaching for different types of exceptional students
- Explain how one can differentiate for students with intellectual disabilities, including accommodations and modifications in order to meet the learning and social needs of students
- Discuss a range of communication and physical exceptionalities, including chronic health conditions that may affect learning and social participation and how one can differentiate instruction and use adaptations for such students
- Discuss how teachers and Education Assistants can address the needs of students from diverse backgrounds, including Aboriginal students, the strategies that can be used, and how to respond to incidents of inequity in the classroom
- Identify the key elements in developing an inclusive classroom climate and community, including classroom management techniques
- Describe universal design for learning and differentiated instruction
- Analyze how to conduct assessments of exceptional students, including using the ADAPT strategy
- Become familiar with social development and social acceptance of exceptional learners, including the role of friendship, school programs, and the community
- Understand the importance of transitions in the life of exceptional children and the role of advocacy, strategies for enhancing transitions, and the importance of collaboration

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Hutchinson, N.L. (2014). *Inclusion of Exceptional Learners in Canadian Schools Fourth Edition*. Toronto, Ontario: Pearson.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an apa document guide (5th ed.)*. Toronto, ON: Nelson Education Ltd.

Inclusive Education Video Series, Alberta Government:

<https://education.alberta.ca/inclusive-education/inclusive-education/everyone/video-discussion-guides/>

Recommended Readings and Resources:

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calq145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

- Read chapters one and two of your text.
- As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
- Prepare for a test on the assigned readings.
- Read this course outline and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Research Paper	Class 8	25%
Daily Tests	Daily	20%
Summary Activities	Daily	10%
Leading Discussion Assignment		15%
Final exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity (ADM-P079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Introductions • Introduce Course Outline and Text • Discuss Class Assignments • Chapter 1: Exceptional Students, Universal Design for Learning, and Differentiated Instruction: The Canadian Experience • Chapter 2: The Teacher's Role in an Inclusive Classroom 	<ul style="list-style-type: none"> • Chapter 1 and 2
2	<ul style="list-style-type: none"> • Chapter 3: Exceptional Students: Learning and Behaviour Exceptionalities • Chapter 4: Exceptional Students: Intellectual Disabilities and Autism Spectrum Disorders 	<ul style="list-style-type: none"> • Chapter 3 and 4 • Video 1: Valuing All Student • Video 2: Changing How We Talk About Disabilities
3	<ul style="list-style-type: none"> • Chapter 5: Exceptional Students: Communication Exceptionalities, Physical Exceptionalities, and Chronic Health Conditions 	<ul style="list-style-type: none"> • Chapter 5 • Video 6: Scaffolding for Student Success
4	<ul style="list-style-type: none"> • Chapter 6: Teaching for Diversity: Including Aboriginal Students, Students from Diverse Cultural Backgrounds, and Students Who Are at Risk 	<ul style="list-style-type: none"> • Chapter 6 • Video 9: Making Sense of Response to Intervention
5	<ul style="list-style-type: none"> • Chapter 7: Climate, Community, and Classroom Management 	<ul style="list-style-type: none"> • Chapter 7 • Video 5: Using Assistive Technology to Support Learning
6	<ul style="list-style-type: none"> • Chapter 8: Using Universal Design for Learning (UDL) and Differentiated Instruction (DI) 	<ul style="list-style-type: none"> • Chapter 8 • Video 4: Making Sense of Universal Design for Learning
7	<ul style="list-style-type: none"> • Chapter 9: Adapting Assessment and Using Assessment to Differentiate Teaching 	<ul style="list-style-type: none"> • Chapter 9 • Video 3: Using Differentiated Instruction to Support Learning
8	<ul style="list-style-type: none"> • Chapter 10: Enhancing Social Relations 	<ul style="list-style-type: none"> • Chapter 10 • Research Paper Due • Video 7: Using a Positive Behaviour Approach to Support Learning
9	<ul style="list-style-type: none"> • Chapter 11: Enhancing Transitions for Exceptional Children and Youth • Review 	<ul style="list-style-type: none"> • Chapter 11 • Video 8: Rethinking the Role of Educational Assistants
10	<ul style="list-style-type: none"> • Final Exam – 3 hours 	<ul style="list-style-type: none"> •

Appendix 1 Assignment Outlines

Please Note: All assignments, quizzes, and final exam must be completed in order to pass this course.

Research Paper

Due Date: Class 8

Weight: 25%

This assignment will enable you to explore an area within the field of Inclusion and apply it to the classroom. You have explored various kinds of exceptional learners, including those with learning, behavior, intellectual, communication, and physical exceptionalities. You are to choose one of these types of exceptional learners, and explore the topic more thoroughly than is presented in the text. What classroom strategies would you use in order to effectively differentiate instruction and assess student progress in order to meet the student's learning and social needs? What are the implications if this is not done? Your research assignment is not to be a review of material in the text, but rather an expanded, more thorough learning that may be relevant to you now or in the future.

Students should refer to their Moodle course site for information on writing their term paper and use of an electronic template. The *Cites* text is the College's official source to use as an APA Reference. The paper will have a minimum length of 1250 words, but is not to exceed a maximum length of 1400 words (not including the title page, references, appendixes, table, and figure captions). The paper should meet APA standards. No abstract is required. The paper should have at least four references from scholarly journals like Gale, in addition to reference to the course text. Students will be evaluated according to the attached rubric: Research Essay Rubric.

Daily Tests

Due Date: Each class from classes 1 through 8.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Summary Activities

Due Date: Daily

Weight: 10%

Students will be expected to do a reflective response that is centered on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero". Students will be evaluated according to the appended Short Writing Reflective Rubric.

Leading Discussion Assignment

Due date: To be announced

Weight: 15%

There are 9 videos developed by Alberta Education at education.alberta.ca/admin/supportingstudentn/inclusiveedvideoserries/. The videos are meant to focus discussion on how to support students with special needs. Students may work in teams or individually as can be arranged. All videos should be viewed by the class and discussed. Each student team/individual will lead the discussion and be prepared to expand the understanding of the students on each video topic. Each video has a conversation guide that should be used. Each student will be individually evaluated according to the Oral Presentation Rubric attached.

Final Exam

Due Date: Class 10

Weight: 30%

Students will be required to write a final exam covering the content of classroom learning and assigned text and other readings. The exam will consist of multiple-choice questions.

**Columbia College
Research Rubric
Last Revised: July 2017**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A 15-14	B 13-11	C-D 10-8	F 7-0	Score
Content, Ideas, Analysis, Depth of Discussion	<ul style="list-style-type: none"> • Clear research focus. Thesis is clearly stated. • Displays extensive in-depth knowledge of the topic. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. • Quality of research is excellent 	<ul style="list-style-type: none"> • Reasonably clear research focus and thesis. • Displays good knowledge of the topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. • Quality of research is good. 	<ul style="list-style-type: none"> • Research focus is not totally clear. Thesis is needs development. • Displays limited basic knowledge of the topic. • .Displays limited critical analysis, synthesis, and evaluation of information. • Most statements are unsupported with evidence and examples. • Quality of research could be improved. 	<ul style="list-style-type: none"> • Research focus is unclear. No thesis is presented. • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Assertions are unsupported. • No evidence of new knowledge. • No support for statements made. • Quality of research is poor. 	
Area	5	4	3	2-0	
Use of Supporting Evidence	<ul style="list-style-type: none"> • Uses relevant, timely, extensive and varied sources to convince. • Uses paraphrasing and summarizing expertly. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses relevant, timely and varied sources to convince. • In most cases paraphrasing and summarizing is well done. • Quotes and evidence are integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses limited resources that are not well selected to support the response. • Uses limited paraphrasing and summarizing. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Lacks fundamental resources to write an effective response. • Inadequate reference support. • Inadequate use of paraphrasing and summarizing. • Quotes and evidence not integrated into sentences and overall paper. 	

Area	5	4	3	2-0	
<p>Mechanics, Grammar, Professional Format</p>	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and has errors. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. 	

Total Score out of 25:

Facilitator/Evaluator's Comments:

Columbia College
Oral Presentation Rubric
 Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> Creates introduction that is unique, clearly focused and engages the audience. Organizes content logically, making entire presentation easy to follow. Builds main points through carefully selected and original examples/ references. Has effective transition between sections. Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> Creates introduction that is original, clearly focused and gets the attention of the audience. Organizes content logically, making most of the presentation easy to follow. Builds main points through carefully selected examples/ references. Has a transition between most sections. Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Doesn't engage the audience's interest. Content appears disorganized, without logic and consistency. Builds a few main points with details, but most ideas are unsupported. Few to no transitions are evident. Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> Presentation shows little to no logical organization. Content is difficult to follow. Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> Provides evidence of supporting research to back all main points. Gives a complete explanation of all key points. Uses relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence of supporting research. To back most points. Gives an explanation of most key points. Uses some relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence that not enough research has been done to support the content. Gives an incomplete explanation of key points. Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> Indicates little to no research. Gives a limited explanation of a few points. Uses little to no examples/ references. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact. 	<ul style="list-style-type: none"> • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently. 	<ul style="list-style-type: none"> • Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact. 	
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> • Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared. 	<ul style="list-style-type: none"> • Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> • Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary. 	<ul style="list-style-type: none"> • No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments: