Columbia College
Planning for Inclusion (EAPR163)
Lecture 1
Course Outline

Semester Dates: February 11, 2019 to March 12, 2019

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: Kimberly MacFarlane.	Email: kim.macfarlane@columbia.ca
Class Time: Thu. 5:30 - 9:30 PM | Sat. 1:00 – 5:00 PM PM	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. (2017). *Inclusion of Exceptional Learners in Canadian Schools Fifth 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 these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand
- o   http://proquest.umi.com/login
    Username: cc-library
    Password: welcome

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
Daily tests; each class	Class 1 - 10	25%
Assignment 1 – Developing Positive Relationships	Class 4	10%
Support Skills - Prompts	Class 8	25%
Leading Discussion Assignment	TBA	10%
Final Reflection	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.

Attendance Requirements:

Columbia College believes that student 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

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	• Introductions • Introduce Course Outline and Text • Discuss Class Assignments • Chapter 1: Exceptional Students, Universal Design for Learning, and Differentiated Instruction: The Canadian Experience	• Chapter 1
2	• Chapter 2: The Teacher's Role in an Inclusive Classroom	• Chapter 2
3	• Chapter 3: Exceptional Students: Learning and Behaviour Exceptionalities, and Mental Health Challenges	• Chapter 3 • Video 1: Valuing All Students
4	• Chapter 4: Exceptional Students: Intellectual Disabilities and Autism Spectrum Disorder	• Chapter 4 • Video 2: Changing How We Talk About Disabilities • **Assignment 1 Due**
5	• Chapter 5: Exceptional Students: Communication Exceptionalities, Physical Exceptionalities, and Chronic Health Conditions	• Chapter 5 • Video 6: Scaffolding for Student Success
6	• Chapter 6: Teaching for Diversity: Including Aboriginal Students, Students with Diverse Cultural Backgrounds, and Students Who are at Risk	• Chapter 6 • Video 9: Making Sense of Response to Intervention • Video 5: Using Assistive Technology to Support Learning
7	• Chapter 7: Climate, Community, and Classroom Management for Student Well-Being • Chapter 8: Using Universal Design (UDL) and Differentiated Instruction (DI)	• Chapter 7 & 8 • Video 7: Using a Positive Behaviour Approach to Support Learning • Video 4: Making Sense of Universal Design for Learning
8	• Chapter 9: Differentiating Assessment and Using Assessment to Differentiate Teaching	• Chapter 9 • **Support Skills Paper Due** • Video 3: Using Differentiated Instruction to Support Learning
9	• Chapter 10: Enhancing Social Relations	• Chapter 10 • Video 8: Rethinking the Role of Education Assistants
10	• Chapter 11: Enhancing Transitions for Exceptional Children and Youth	• Chapter 11 • **Final Reflection/Project Due**

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

Daily Tests
Due Date: Each class from classes 1 through 10.
Weight: 25%

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

Assignment 1: Developing Positive Relationships with Families
Due Date: Class 4
Weight: 10%

Teachers of students with exceptional needs need to work collaboratively with family members of the students. A positive working relationship improves the educational experience for students with exceptional needs. For this assignment, you are to list barriers that may prevent collaborating with families, such as: cultural differences; language differences; logistical difficulties; negative perceptions of school, etc. For each of the barriers you've listed, provide strategies to build positive partnerships with families.

Students will be assessed using the attached Written Activity Rubric.

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.

- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.

Format: This assignment should be typed and does not need to be in an essay format. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Your assignment should have a minimum length of 750 words but is not to exceed 1000 words.

Support Skills – Prompts
Due Date: Class 8
Weight: 25%

One of the key methods in supporting students with exceptionalities to reach their goals is to use prompts. Prompts are developed on a hierarchy starting with prompts that provide a great deal of support and leading to little or no support prompts.

You have explored various kinds of exceptional learners, including those with learning, behavior, intellectual, communication, and physical exceptionalities who have many goals to reach. Select one of the exceptionalities and one goal that the student with that exceptionality is working on achieving.

1. In your paper, identify the exceptionality and the goal the student is working on achieving.

2. Develop a list of prompts you think will work according to the hierarchy listed below.

You will be evaluated according to the appended Support Skills Rubric.

<div align="center">Hierarchy of Prompts</div>

Typical prompt hierarchy consists of:

(I)   Independent – natural cue or stimulus (e.g. bell rings to indicate recess)

(G)   Gestural prompt – a gesture or demonstration that provides information regarding the nature of

          The required response (e.g. head shake to indicate disapproval)

(IV)   Indirect verbal prompt – the use of words to imply that some behavior needs to occur (e.g. Where

          do you need to go to next?)

(V)   Direct verbal prompt – clearly states the necessary behavior (verbal or some alternative mode of

          communication

(M)   Model – a visual or physical demonstration that shows the correct completion of the activity or

          task and encourages imitation..

(MP)   Minimal physical prompt – light physical contact to guide a student toward a behavior

(PP)   Partial physical prompt – the student is physically started in the desired behavior, but is released

          to complete the behavior

(F)   Full physical prompt – the student is taken entirely through correct completion of the activity or

          task

Leading Discussion Assignment
Due date: To be announced
Weight: 10%

There are 9 videos developed by Alberta Education at education.alberta.ca/admin/supportingstudetn/inclusiveedvideoseries/.

The videos are meant to focus discussion on how to support students with special needs. Depending on the number of students in the class, students will be assigned as discussion leaders for each video. All videos should be viewed by the class and discussed. Each student discussion leader will be prepared to expand the understanding of the students on the video topic. Each video has a conversation guide that will be provided by the facilitator. Each student will be individually evaluated according to the Oral Presentation Rubric attached**.**

Final Reflection/Project
Due Date: Class 10
Weight: 30%

TBD

Columbia College
Written Activity Rubric

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

LEVEL OF PERFORMANCE (Criteria)	A (excellent) 100%-85%	B (good) 84%-70%	C+ (satisfactory) 69%-65%	C-F (poor-fail) 64%-0%	Score
Demonstrated Knowledge	• *Consistently* incorporates principles of previously learned knowledge. • *Consistently* demonstrates knowledge of topic and ability to relate it to course material.	• *Adequately* incorporates principles of previously learned knowledge. • Demonstrates *adequate* knowledge of topic and ability to relate it to course material.	• Incorporates *limited* number of principles from previously learned knowledge. • Demonstrates *limited* knowledge of topic and/or ability to relate it to course material.	• *Fails* to incorporate principles of previously learned knowledge. • No evidence demonstrating knowledge of topic or ability to relate it to course material.	___/20
Critical Thinking	• Ideas show *clear* evidence of critical thinking in application of course material. • *Consistently* able to draw valid conclusions with supporting evidence. • *Consistently* demonstrates the application of multiple solutions to a single problem. • *Consistently* recognizes ethical dilemmas and demonstrates the use of sound clinical judgment.	• Ideas show *adequate* evidence of critical thinking in application of course material. • *Adequately* able to draw valid conclusions with supporting evidence. • *Adequately* demonstrates the application of multiple solutions to a single problem. • *Adequately* recognizes ethical dilemmas and demonstrates the use of sound clinical judgment.	• Ideas show *limited* evidence of critical thinking in application of course material. • *Limited* ability to draw valid conclusions with supporting evidence. • Demonstrates *limited* ability to apply multiple solutions to a single problem. • *Limited* ability to recognize ethical dilemmas and demonstrate use of sound clinical judgment.	• *No* evidence of critical thinking in application of course material. • *No* ability to draw valid conclusions with supporting evidence. • *Does not* demonstrate the application of multiple solutions to a single problem. • *Unable to* recognize ethical dilemmas or demonstrate the use of sound clinical judgment.	___/8

LEVEL OF PERFORMANCE (Criteria)	A (excellent) 100%-85%	B (good) 84%-70%	C+ (satisfactory) 69%-65%	C-F (poor-fail) 64%-0%	Score
Effective Communication	• Thoughts & ideas are expressed clearly, concisely and are *consistent* with topic and course material. • *Consistent* use of appropriate grammar, vocabulary, and spelling.	• Thoughts & ideas are clear and concise but *not always consistent* with topic & course material. • Adequate use of appropriate grammar, vocabulary, and spelling.	• Limited clarity and conciseness of thoughts and ideas and/or inconsistent with topic & course material. • Limited use of appropriate grammar, vocabulary, and spelling.	• Thoughts & ideas are not clearly and concisely expressed or consistent with topic & course material. • Inappropriate use of grammar, vocabulary, and spelling.	___/8
Organization	• Topic is clearly identifiable. • Content is logically organized, making written activity easy to follow. • *Consistent* correct use of APA format where applicable (i.e. citations).	• Topic is identifiable. • Content is logically organized and easy to follow through *most* of written activity. • *Adequate* correct use of APA format where applicable (i.e. citations).	• Topic is not clearly identifiable. • Content is not well organized, making it difficult to follow. • *Limited* correct use of APA format where applicable (i.e. citations).	• Topic is not identifiable. • Content is disorganized making it impossible to follow. • *Incorrect* use of APA format where applicable (i.e. citations).	___/4

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total out of 40: _____/40

Comments:

Columbia College
Support Skills – Hierarchy of Prompts Rubric

Student's Name		Course Code	Date	Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0
Quality of Hierarchy of Prompts - Depth of Critical Thinking	• Excellent choice of all 8 prompts. • Shows depth of critical thinking. • Clearly identifies and expresses exceptionality and student's goal in a well-written manner.	• Very good choice of prompts. • Shows good depth of critical thinking. • Exceptionality and student's goal is stated clearly and expressed with good choice of words.	• Most prompts are satisfactorily chosen. • Depth of critical thinking is acceptable. • Exceptionality and student's goal is stated, but could be more clearly expressed.	• Prompts need to be more carefully chosen. • Depth of critical thinking is not always evident. • Exceptionality and student's goal is not stated clearly or missing.	• Insufficient number of prompts. • Critical thinking is not evident. • Exceptionality and student's goal is partially stated or not at all.

	2		1.5		1-0
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	• Demonstrates control of the writing conventions with few errors.		• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.		• Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.

Total Score out of 10:

Facilitator/Evaluator's Comments:

Columbia College
Oral Presentation Rubric

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	• 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.	• 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.	• 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.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• 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.	• 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**	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• 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**	• 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.	• 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.	• 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.	• 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: