

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

Semester Dates: February 8, 2021 to March 13, 2021

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: Andrew Casali.

Email: andrew.casali@columbia.ca

Class Time: Tuesday and Thursdays 5:30 PM to 7:30PM
as scheduled by facilitator via Microsoft Teams

Room: EAPR163 Moodle page and Microsoft
Teams as scheduled

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 Behavior 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 Indigenous 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
- 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 remote course uses a variety of online 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 online 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 online class discussions in addition to taking responsibility for your own learning. The course expects you to 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 synchronous and asynchronous class activities 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 online classroom as you work towards your goal.

Required Textbooks and Equipment:

Allen, E., & Cipparrone, B. (2020) *Inclusion in early childhood programs 7th Canadian ed.* Toronto, ONT: Nelson Education Ltd.

Recommended Readings and Resources:

Maich, K., Penny, S, Alves, K. & Hall, C. (2020) *Autism Spectrum Disorder in the Canadian context: an introduction.* [pps. 233-266] Toronto, ONT: Canadian Scholars

Inclusive Education Video Series, Alberta Government:

https://www.alberta.ca/inclusive-education.aspx?utm_source=redirector

<https://www.youtube.com/playlist?list=PLvrD8tiHIX1Kyc2RNs7kIPyC2qljv-CAy>

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

- Read Chapter 1 of *Inclusion of early childhood programs.*
- 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	Class 1 - 10	25%
Assignment 1	Class 4	25%
Assignment 2 Support Skills - Prompts	Class 8	25%
Final Reflection	Class 10	25%

Please note that all homework and assignments are due at 11:59 the day they are due. All assignments must be completed to earn a passing grade for the course.

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. Late assignments will be assessed a marking penalty of 5% per working 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.

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

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.

Session	Topics	Pre-Class Readings
Class 1	<ul style="list-style-type: none"> • Introduce Course Outline and Text • Discuss Class Assignments • An Inclusive Approach to Early Education and Care 	<ul style="list-style-type: none"> • Chapter 1
Class 2	<ul style="list-style-type: none"> • Canadian Legislation: Support for Children through Early Intervention • Partnership with Families 	<ul style="list-style-type: none"> • Chapter 2 • Chapter 3 (pp. 45-49)
Class 3	<ul style="list-style-type: none"> • Preparing Educators for Inclusive Programs • An Overview of Developmental Differences 	<ul style="list-style-type: none"> • Chapter 4 • Chapter 5
Class 4	<ul style="list-style-type: none"> • Children with Cognitive Delays • Assignment 1 Due 	<ul style="list-style-type: none"> • Chapter 6
Class 5	<ul style="list-style-type: none"> • Indigenous Education: Guest Speaker Kris McNab 	<ul style="list-style-type: none"> • Truth and Reconciliation: Calls to Action
Class 6	<ul style="list-style-type: none"> • Sensory Impairments: Hearing and Vision 	<ul style="list-style-type: none"> • Chapter 8
Class 7	<ul style="list-style-type: none"> • Mental Health Disorders 	<ul style="list-style-type: none"> • Chapter 10
Class 8	<ul style="list-style-type: none"> • Learning Disabilities • Assignment 2 Due 	<ul style="list-style-type: none"> • Chapter 11
Class 9	<ul style="list-style-type: none"> • Identification and the Individual Education Plan IEP 	<ul style="list-style-type: none"> • Chapter 12
Class 10	<ul style="list-style-type: none"> • Facilitating Social Development • Course Surveys 	<ul style="list-style-type: none"> • Chapter 18 • Final Presentation/Project Due

Appendix 1 Assignment Outlines

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. Tests are open in Moodle from 8:30 AM to 11:59 PM on the day of the scheduled class. There is one attempt and a 30-minute time limit on each test.

Assignment 1:

Due Date: Class 4

Weight: 25%

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 500 words but is not to exceed 750 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.

Hierarchy of Prompts

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.

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 500 words but is not to exceed 750 words

Final Presentation/Project

Due Date: Class 10

Weight: 25%

Option A: Create a case study based on your practicum experience with one student. Outline the case study based on the following:

1. Why did you choose this student as your case study? What behaviors does this student exhibit?
2. What do you know about this student?
3. What are the strengths demonstrated by the student?
4. What are the weaknesses demonstrated by the student?
5. Write down at least FIVE questions you have about this student.

Research **three** helpful strategies or resources that would ensure that student's success.

Speak to how these strategies could be used for the student in your case study.

Assignment Expectations:

1. **No less than three strategies that relate to the issues in the case study.**

Resources could include, but should not be limited to:

- Relevant lesson plans
- Applicable strategies
- Interesting material use
- Technological resources
- Narratives from other educators

2. For the case study:

- Rationale for why the case study was chosen
- Description of challenges faced by the student
- How you would use the resources to support the student in order to provide the best experience for that student

Option B: To be discussed in class (this is due to the potential lack of practicum placements available to students).

Students will be assessed using the attached **Oral Presentation 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 but **does not need** to be in an essay format. Students can adopt any communication format they prefer, for example, poster presentations, PowerPoint Presentations, Prezi, video format, or a combination of the formats.

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:

Columbia College
Analysis of Case Study Rubric
 Last Revised: October 2018

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	10.0 – 7.0	6.9 – 5.0	4.9 – 3.5	3.4 - 0	Score
Identification of main issue/problem/key ideas	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement. 	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of most key ideas. Provides a relatively clear position statement. 	<ul style="list-style-type: none"> Identifies the main/problem and some key ideas, but the statements are not clear. Provides a vague position statement. 	<ul style="list-style-type: none"> Unable to identify the main issue/problem and key ideas. Doesn't identify own position. Identifies some irrelevant ideas. 	
Quality of analysis and interpretation	<ul style="list-style-type: none"> Provides a comprehensive, insightful analysis and interpretation of the issue. Draws clear conclusions and identifies implications. Demonstrates excellent problem solving skills. Supports main ideas with a range of varied, timely and relevant references. 	<ul style="list-style-type: none"> Provides very good analysis and interpretation of the issue. Draws most conclusions and identifies most implications. Identifies original and well developed solution/strategies, demonstrating effective problem solving skills. Provides sufficient Uses relevant, timely and varied sources to convince. 	<ul style="list-style-type: none"> Provides partial analysis and interpretation. Issue needs further exploration. Draws a few conclusions and identifies some implications. Provides some solution/strategies, showing limited problem solving skills. Uses limited resources that are not well selected to support the response. 	<ul style="list-style-type: none"> Analysis and interpretation is limited. Conclusions and implications of the issue are missing. Unable to provide solution/strategies. Lacks problem solving skills. Lacks fundamental resources to write an effective response. Inadequate reference support. 	
	5	4 - 3	2	1 - 0	Score
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Meets all requirements for an excellent response. Meets all case study written requirements. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Meets most requirements for a well written response. Meets most case study written requirements. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning. Meets a few requirements of an acceptable response. Meets a few case study written requirements. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper Does not meet requirements for an acceptable response. Does not adequately meet any case study written requirements. 	

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

Total Score out of 25:

Facilitator/Evaluator's Comments: