

Educ 539 Instructional Methods for Students with Diverse Needs

3 semester credit hours, graduate credit

Course Description: This course will prepare teachers to meet the diverse needs of all students, including the culturally diverse, gifted, at-risk, second language learner, and those with special needs in inclusive settings. The emphasis is always on teaching methods that promote student independence at all education levels. Its non-categorical approach helps teachers ensure all students' success regardless of their specific categories of exceptionality. The text integrates today's expectations for students with a strong commitment to inclusive practices, tempered to the realities of day-to-day teaching. The text provides teachers with a firm grounding in special education practices, an understanding of the professionals who support these students and the procedures followed to ensure their rights are upheld, and a wealth of research-based strategies and interventions that can foster their success.

Goals and Objectives: This course will provide teachers information about the individual needs of all learners, and practice in identifying those needs. It will also provide opportunities to begin creating diverse instructional strategies to meet the needs of all learners.

The course objectives will enable the student to do the following:

1. Demonstrate knowledge of the procedures for pre-referral and transition planning.
2. Explain the principles of inclusion and their uses in a variety of classroom settings.
3. Summarize the identification process used for special education.
4. Know how to be a contributing member of an IEP meeting.
5. Realize the effects that race, culture, finances, demographics, and families have on students with diverse needs and the schools they attend.
6. Display knowledge of techniques used to create working relationships with parents and other school staff, including administration.
7. Create instructional plans that allow adaptations for diverse learners through the use of differentiated instruction.
8. Develop teaching strategies that will meet individual needs and increase the level of learning in all students.
9. Demonstrate the knowledge of how to effectively use both informal and formal assessment tools in inclusive classrooms.
10. Explain and implement the appropriate use of adaptations made to assignments and assessments.
11. Understand special education procedural responsibilities determined by federal and state laws as it involves the regular educator.

Recommended Text: Friend, Marilyn & Bursuck, William (2011). *INCLUDING STUDENTS WITH SPECIAL NEEDS* (6th edition). Boston: Merrill/Pearson.

Course Content:

- a. The foundation for educating students with special needs
- b. Special education procedures and services
- c. Building partnerships through collaboration
- d. Assessing student needs
- e. Planning instruction by analyzing classroom and student needs
- f. Students with low-incidence disabilities
- g. Students with high-incidence disabilities
- h. Students with special needs other than disabilities
- i. Differentiating instruction
- j. Strategies for independent learning
- k. Evaluating student learning
- l. Responding to student behavior

Course Requirements:

- Weekly quizzes on readings. Students will complete an online quiz over the text and assigned readings. The quiz must be completed by class times of the week it is scheduled.
- Examinations: Two exams will cover lecture material and information from the course readings, lecture, audiovisuals, and text.
- Projects are due each week. These will be assigned from the Applications section at the end of each chapter in the recommended text.
- My Education Lab is an online learning solution that provides contextualized interactive exercises, simulations, and other resources designed to help develop the knowledge and skills teachers need. All of the activities and exercises in My Education Lab are built around essential learning outcomes for teachers and are mapped to professional teaching standards. Weekly assignments will be given to put together an effective lesson plan; understand key educational standards; policies, and laws; develop appropriate IEPs and conduct effective IEP conferences; effectively assessing student needs; differentiating instruction; etc.

Reviewed 07/12