



Inclusion

Including Children with Disabilities in Public Education

An Online Graduate Course for Educators © Teacher Education Institute

Course Description

This course is designed to focus on inclusion as it relates to children with disabilities and how to include them into public education. Current issues and trends, parent/professional relationships, legislation and legal rights, and other related topics will be covered. In addition, current resources available on the World Wide Web will be explored and utilized.

Course Objectives

- Learn the definition, concept, purpose, and methods of inclusion.
- Set personal learning goals.
- Understand the historical and educational evolution of school programs for children with disabilities.
- Demonstrate knowledge of terms and categories of disabilities.
- Understand how prejudice has influenced society's development of laws and policies.
- Demonstrate knowledge of legal and legislative issues dealing with inclusion.
- Knowledge of terms related to special education law.
- Understand the difference between inclusion and mainstreaming.
- Acquire a basic knowledge of the existing body of research dealing with inclusion and the effect of inclusion in the teaching and learning process.
- Acquire a basic knowledge of instructional theories and models concerning inclusion and the influence of these models in the classroom.

Curriculum Design

Inclusion is a sixty-hour, three credit graduate level course that runs over thirteen weeks online. Modules One through Nine will be completed one per week. Module Ten will be completed over a two-week period so students will have time to revise and complete the final project.

Skill and Hardware Requirements

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software

versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Course Materials

The required text for this course is *Your Students, My Students, Our Students, Rethinking Equitable and Inclusive Classrooms* by Lee Ann Jung, Nancy Frey, Douglas Fisher, Julie Kroener. ASCD. 978-1-4166-2809-5

Module Outline

Introduction

Objectives: Students will become familiar with the purpose of the course.

Content:

- I. Introduction

Module 1: The Need for Inclusion

Objective: Students will develop a historical perspective of Inclusion, analyze a classroom system, begin identifying barriers to Inclusion, review important research related to instruction, learn definitions of disabilities, and construct a their vision of an ideal classroom.

Contents:

- Historical Perspective
- Research Related to Instruction
- Disabilities

Module 2: It's the Law

Objective: Students will demonstrate knowledge of legislation dealing with inclusion and gain a more functional understanding of why this legislation was enacted. Students will demonstrate knowledge of terms related to special education law. Students will understand the concept of a continuum of educational placements. Students will consider the issue of prejudice.

Contents:

- Understanding the Law
- Understanding the Continuum
 - Educational Environments
 - Least Restrictive Environment
 - Most Restrictive Environment
 - Placement Options
- Prejudice

Module 3: A Continuum for Effective Inclusion

Objective: The learner will identify learning needs of students with disabilities based on research. Students will determine specific curriculum accommodations by reflecting on their own classroom situations. Students will incorporate new specific accommodations into their classroom setting based on what is learned in this module. Students will report on the impact of the accommodation to the instructor.

Contents:

- Learning
- Selecting Accommodations
- Continuum Development

Module 4: Continuum/Barriers

Objective: Students will reflect on their own classrooms and identify barriers to effective accommodations. Students will prepare a barrier analysis sheet.

Contents:

- Accommodations
- Barriers to Effective Accommodations
- Solutions

Module 5: Parents

Objective: Students will understand the difference between inclusion and mainstreaming. Students will develop sensitivity for parents' feelings about having a child with a disability. Students will develop a philosophy for how to interact with parents who have children with disabilities.

Contents:

- Mainstreaming vs. Inclusion
- The Proud Parent
- Interacting with Parents
- What do Parents Want?

Module 6: Staff Roles

Objective: Students will recall changes in education due to the inclusion movement. Students analyze how schools must change in order to foster inclusive education.

Contents:

- The Changing Classroom
- Common Concerns
- Redefining Roles

Module 7: Student Awareness

Objective: Students will identify Internet and other resources to increase awareness of disabilities for k-12 students. Students will create activities to teach disability awareness to k-12 students.

Contents:

- Disability Awareness for Regular Education
- Circle of Friends

Module 8: Adult Transition

Objective:

Students will describe how schools need to better prepare students with disabilities for post school life.

Contents:

- Transition to Adulthood
- Honor Student Voice

Module 9: Accommodations/Technology

Objective: Students will identify technology that assists students with disabilities. Students will understand what types of accommodations need to be made for students with disabilities. Students will begin creating their Action Plan.

Contents:

- Technology to Assist Students with Disabilities
- Technology to Resolve Barriers
- Action Plans

Module 10: Action Plan

Objective: Students will complete their action plan for their final project for this course and include web based resources in their plan.

Contents:

- Design Action Plan

Student Requirements

1. Participate in assigned online discussions.
2. Complete reflections as outlined in the modules.
3. Complete Inclusion Action Plan.

Assignment	Points
Talking Point Discussions	12
Reflections	35
Action Plan	20
Total Points	67

Grading Scale

67 - 62 A

61 - 57 B

56 - 52 C

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and are subject to disciplinary action.