LAI 474/574 Teaching the Exceptional Learner in the General Education Classroom

(This Sample Course Overview is an example to provide some clearer understanding of the potential topics, pace, and projects in recent versions of the course. It does not necessarily represent the syllabus of the course that will be offered, as different faculty approach similar topics in different ways.)

Course Description:
Per the UB Catalog: This course is intended to aid in understanding diversity by preparing teachers to offer direct and indirect services to students within the full range of disabilities and special health-care needs in inclusive environments. Students are provided with techniques designed to enhance academic performance, classroom behavior, and social acceptance for students with disabilities and special needs or who are at risk of failure.

Learning Outcomes:
Upon completion of this course, you will be able to:

Trace the history of the inclusive movement and the educational treatment of individuals with disabilities and special needs.
- Appropriately use terminology related to the field of special education.
- Using Response to Intervention approaches, design and implement nondiscriminatory pre-referral strategies and activities to assess and support students who do not progress at the same rate as their peers.
- Recognize and appropriately use collaborative practices in and out of the classroom to support student learning and enhance instruction to make it accessible for all students.
- Acquire data-driven teaching habits to individualize instruction for the diverse learner in accordance with IEP language. Become familiar with FBA and data collection procedure.
- Create safe and effective learning environments that contribute to fulfillment of needs, stimulation of learning, enhancement of self-concept, and social acceptance for individuals with disabilities and special needs.
- Adopt key Universal Design for Learning (UDL) concepts and methods to target healthy classroom discourse and student learning.
- Identify how and which types of classroom technology and/or individual assistive devices are effective and supportive of student growth.
- Be knowledgeable about community and online resources for teachers and families of students with disabilities.

Dispositions:
This course is intended to help you:

1. Develop personal, educational, and socio-political understandings of disability.
2. Demonstrate awareness of the political, social, and historical contexts of special education.
3. Be prepared to work within an inclusive and collaborative educational structure.
4. Develop a keen awareness of, and strong commitment to, teaching the full range of learners with disabilities.
5. Anticipate high-priority needs, as well as effectively teach and make routine accommodations for students with Individual Education Plans (IEPs) and 504 plans.
6. Think critically about your teaching practice (i.e. become reflective practitioners).
7. Emerge as change-agents and leaders in our professional communities.
**Required Textbook:**

**Recommended Textbook:**

**Course Assignments:**

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<tr>
<th>Assignment</th>
<th>Percent of Total Grade</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>1. Class Activities, Participation and Journal (1.5 pts@10 posts)</td>
<td>20%</td>
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<tr>
<td>2. Online modules (4 @ 3.75pts)</td>
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<td>3. Quizzes (1pts @ 10pts)</td>
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<td>4. Effective Instruction Observation</td>
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<td>5. Co-teaching Lesson Plan Creation and Presentation</td>
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<td>6. Disabilities Presentation</td>
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<td>7. Final Synthesis Paper</td>
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<td><strong>TOTAL</strong></td>
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