

1. **COURSE NAME:** ED 550 Inclusion (Working with Special Needs Students in Mainstream Classrooms)
2. **EDUCATIONAL GOALS FOR THE COURSE:**
Inclusion: Working with Special Needs Students in the Mainstream Classroom was written to help teachers understand concepts and terms related to educating students in inclusive classrooms.
3. **INSTRUCTIONAL LEARNING OBJECTIVES:**
The course helps teachers learn about the continuum of placements school systems can use in providing special education services to students with disabilities. The course helps you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms.
4. **COURSE REQUIREMENTS:**
 - Read and complete all information presented
 - Complete all the examinations, showing a competent understanding of the material presented in those subsections with 70% accuracy or better
5. **DATES, TIMES AND LOCATION OF PROPOSED COURSE:**
(1 semester credit equals 15 professor contact hours with 30 hours outside work-exceptions upon approval)
Individual home study course, exact times and dates TBD and will meet accreditation standards for a two-semester credit course. Ending date must be specified at the time of registration and must be within 6 months of start date
6. **DUE DATES FOR COMPLETION OF COURSE REQUIREMENTS:** Within 6 months of start date.
7. **LEARNING RESOURCES AND REQUIRED TEXT:**
Course Materials
Inclusion: Working with Special Needs Students in Mainstream Classrooms ® (software package)
Author: Dr. Florah Luseno
Publisher: Virtual Education Software, Inc. ©2002

Technology Requirements
The software program is designed to be loaded onto the hard drive of your personal computer from a compact disk (CD). The software is designed to operate on Mac OS 9 or OS 10x, 256MB of RAM and 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer OR Windows 2000 XP Home, Professional, or newer, 256MB of RAM and 5MB of free hard disk space; 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer. Please contact VESi if you have any questions about the compatibility of these systems.
8. **EVALUATION PROCEDURE:** Pass/Fail, (70-73 is the lowest possible grade for credit)

**Inclusion:**

Working with Special Needs
Students in Mainstream Classrooms

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Introduction

Inclusion: Working with Special Needs Students in the Mainstream Classroom was written to help teachers understand concepts and terms related to educating students in inclusive classrooms. The course also helps teachers learn about the continuum of placements school systems can use in providing special education services to students with disabilities. The course helps you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms.

This interactive computer-based instruction (CBI) course is designed to help special and general educators gain a better understanding of inclusion, one of the current educational reform movements that advocates for educating students with disabilities in the general education classroom.

Course Materials

Title: *Inclusion: Working with Special Needs Students in Mainstream Classrooms* ®
Author: Dr. Florah Luseno
Publisher: Virtual Education Software, Inc. ©2002
Instructor: Dr. Florah Luseno

Please keep the CD. There is a \$25 replacement fee for CD-roms if you need to replace yours due to theft, damage, misplacement, etc. Call 1-800-313-6744, with your credit card information, if you need a replacement.

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a CBI distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violation of these academic standards may result in the assignment of a failing grade and subsequent loss of credit for the course

Level of Application

This course is designed as an informational course for K-12 regular and special education teachers. Information is provided to help you better understand current educational models being used to educate students with disabilities in mainstream settings. This course will allow you to compare and identify how school districts in your own area are implementing inclusion programs, handling current inclusion issues, and some of the practices teachers are using to educate students in inclusive settings.

Course Objectives

- List and describe the federal definition of students with disabilities and the criteria used to determine if they qualify for special education and related services;
- List and describe key concepts and terms related to educating students with disabilities in inclusive classrooms;
- Describe the continuum of placements school systems can use to provide special education and related services to students with disabilities;
- Identify and describe federal legislation and court cases that have contributed to the movement toward educating students with disabilities in inclusive classrooms;
- List and describe the advantages (pros) and disadvantages (cons) of educating students with disabilities in inclusive classrooms;
- List and describe procedures IDEA, Sect 504, and ADA require school systems and educators to use in assessing, identifying, and providing special education and related services to students with special needs;
- List and describe the special education and related services school systems are mandated to provide to students with disabilities;
- Describe procedures special and general educators can use to determine whether a student with special needs can be educated in the general education classroom;
- List and describe the characteristics of effective inclusive programs;
- Identify and describe the roles and responsibilities of special and general educators in providing special education and related services to students educated in inclusive classrooms;
- Define the term “collaboration” and describe strategies special and general educators can use to work together in providing special education and related services to students in inclusive classrooms;
- Describe the importance of differentiating instruction for students in inclusive classrooms and the components of instruction special and general educators have to consider in determining what to do;
- List and describe instructional and assessment accommodations and modifications special and general educators can provide to students educated in inclusive classrooms;
- List and describe factors that may result in students’ inappropriate classroom behavior;
- Define “functional assessment” and describe procedures special and general educators can use to evaluate their classroom settings and identify variables that cause students’ classroom behaviors;
- List and describe behavioral management strategies special and general educators can use to structure their classroom setting and increase students’ appropriate classroom behavior and decrease inappropriate classroom behavior; and
- List and describe theoretical models that specify the relationship between students’ behaviors and learning and the reason that it’s important for teachers to know these models.

Course Description

Information provided in this course has been divided into six chapters, which should be completed in the order in which they are presented in the program. Once you have completed these six chapters, you should have a better understanding of the concept of inclusion and how it came about. You are strongly encouraged to read additional journal articles, books, and research materials outside the course material to gain a better understanding of current issues related to educating students with disabilities in inclusive classrooms.

Chapter 1 of this course focuses on the definition of students with disabilities, factors that have influenced the movement toward educating students in general education classrooms, and the advantages (pros) and disadvantages (cons) of inclusion. After reading information provided in this chapter, you should be able to:

- Describe the federal definition of students with disabilities;
- Describe the criteria school systems can use to determine whether a student falls under one of the categories of disabilities;
- Describe key concepts/terms like “normalization,” “de-institutionalization,” “integration,” “mainstreaming,” and “inclusion”;
- List and describe federal legislation and court cases that have contributed to the movement toward educating students with disabilities in the regular classroom;
- Describe the terms “Free Appropriate Public Education” and “Least Restrictive Environment”;
- List and describe the continuum of settings school systems can use to educate students with disabilities; and

- List and describe the advantages (pros) and disadvantages (cons) of inclusion.

Chapter 2 focuses on federal laws and regulations that grant parents of students with disabilities civil rights and specify procedures school systems are mandated to go through in evaluating and identifying students with special needs and the special education and related services that must be provided. After reading the information provided in this chapter, you should be able to:

- List and describe legal procedures IDEA 2004, Sect 504 of the Rehabilitation Act, and the Americans With Disabilities Act - ADA require school systems and educators to use in evaluating and identifying students with disabilities and the special education and related services needed;
- List and describe the provisions specified under IDEA and the mandate each provision specifies school systems must use in working with students with special needs;
- Describe the special education and related services school systems are mandated to provide to students with disabilities;
- Describe the civil rights parents and students with disabilities are granted under IDEA, Sect 504, and ADA;
- Describe the purpose of an Individualized Education Program (I.E.P.) and an Individualized Family Service Plan and the components or information that needs to be specified in each document;
- List and describe the similarities and differences between regulations specified under IDEA, Sect 504, and ADA;
- List and describe procedures school systems are expected to go through at the pre-referral and referral stages;
- Describe the roles and responsibilities of teachers, school-based problem solving team members, and the multidisciplinary (I.E.P) team in identifying and providing special education and related services to students with special needs; and
- Describe procedures special and general educators can use to determine whether students with disabilities can be educated in the general education classroom.

Chapter 3 focuses on the impact the movement toward educating students with special needs in the general education classroom has had on the roles and responsibilities of special and general educators, strategies teachers can use to work collaboratively, and procedures teachers can use to determine whether students need accommodations and modifications. After reading information provided in this chapter, you should be able to:

- Describe the impact the movement toward educating students with special needs in the general education classroom has had on teachers;
- Describe the role and responsibilities of teachers in terms of educating students with disabilities in inclusive classrooms;
- Define the term “collaboration” and describe different collaborative models special and general educators can use to provide special education and related services to students educated in general education classrooms; and
- List and describe procedures special and general educators can use to determine modifications students may require in inclusive classrooms.

Chapter 4 focuses on the reasons that special and general educators need to differentiate instruction and provide instructional and assessment accommodations and modifications to students educated in inclusive classrooms. After reading the information provided in this chapter, you should be able to:

- Specify regulations that mandate that students should be provided with adaptations;
- Define the term(s) “differentiated instruction,” “accommodations,” and “modifications”;
- List and describe instructional accommodations and modifications teachers can provide to students educated in inclusive classrooms; and
- List and describe types of assessment accommodations teachers can provide for students during testing.

Chapter 5 focuses on procedures special and general educators can use to structure their classroom environment and manage students’ behaviors. After reading information provided in this chapter, you should be able to:

- List and describe factors that may result in students’ inappropriate classroom behavior;
- Define “functional assessment” and describe procedures special and general educators can use to evaluate their classroom setting; and
- List and describe strategies special and general educators can use to structure their classroom setting and increase students’ appropriate classroom behavior and decrease inappropriate classroom behavior.

Chapter 6 will focus on theoretical models that specify the relationship between students’ behaviors and learning. After reading the information provided in this chapter, you should be able to:

- List and describe the importance of identifying the relationship between students’ behaviors and learning;
- List and describe the behavioral, sociological, social learning, ecological, biomedical, psychodynamic, and cognitive-behavioral theoretical models of human behavior; and
- List and describe (according to the behavioral, sociological, social learning, ecological, biomedical, psychodynamic, and cognitive-behavioral theoretical models) the relationship between students’ behaviors and learning.

Student Expectations

As a student, you will be expected to:

- Complete all information chapters, showing a competent understanding of the material presented.
 - Complete all chapter exams, showing a competent understanding of the material presented.
 - Complete a review of any chapter on which your examination score was below 70%.
 - Retake any chapter examination, after completing an information review, to increase that final examination score to a minimum of 70% (**maximum of three attempts**).
 - Complete a course evaluation form at the end of the course.
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Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. The software will save the last score, not the highest score. After your third attempt, each examination will lock and prevent further access. Your final grade for this course will be determined by calculating an average score of all exams. This score will be printed on your final certificate. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam section before answering all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Instructor Description

Dr. Florah Luseno, an associate professor at Chicago State University, developed *Inclusion: Working with Special Needs Students in Mainstream Classrooms*. She received her Ph.D. in administration and supervision of special education from Virginia Polytechnic Institute and State University (Virginia Tech). Her background experience is in the area of special education, with specific interest in emotional and behavioral disorders, mental retardation, and inclusion. Dr. Luseno has conducted research on inclusion, and has presented at several workshops and conferences on strategies for assessing and teaching students with disabilities.

Contacting the Instructor

You may contact the instructor by emailing florahl@virtualeduc.com or by calling (509) 891-7219 Monday through Friday. Calls made during office hours will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course CD, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section on your course disk.

If you need personal assistance then email support@virtualeduc.com or call (509) 891-7219. When contacting technical support, please know your course version number, it is printed on the CD label, your operating system and be seated in front of the computer at the time of your call.

Minimum Requirements

Macintosh Operating Systems

Mac OS 9.x or OS 10.x, 256MB of RAM and 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Windows Operating Systems

Windows 2000, XP Home, Professional or newer, 256MB of RAM and 5MB of free hard disk space; 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Please contact VESi if you have any questions about the compatibility of these systems.

Refer to the addendum included with your software package regarding Grading Criteria, Course Completion Information, Items to be Submitted, and where to send your completed information.

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