Course: EDSP 450/606
Title: Inclusive Practices in the Schools
Instructor: Dr. Barbara K. Gruber
Time: Tuesday, 4:15-7:00
Susquehanna Building, Room 1117
Semester: Fall, 2010
Office Hours: By appointment
Phone: 301-405-7914
Email: barb@mcie.org

Description:
The purpose of this course is to present an introduction to definitions, concepts, and strategies of inclusive education. The course will examine the philosophical, legal, and educational foundations and implications of inclusive education. Best practices for promoting participation of students with and without disabilities in general education will be identified and discussed.

Accommodations for Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, please contact the instructor at the beginning of the semester. For information on accommodations see www.counseling.umd.edu/DSS

Academic Integrity Statement:
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Course Evaluation:
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses between Tuesday, April 27th and Wednesday, May 12th. You can go directly to the website (www.courserevalum.umd.edu) to complete your evaluations starting April 27th. By
completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

**Competencies:**
During this class, participants will:

1. Define elements of inclusion and the features of inclusive schools;
2. Describe the philosophical beliefs and legal foundations of inclusive education;
3. Identify and describe key components necessary for effective collaboration, teaming, and co-teaching;
4. Be familiar with specific strategies for managing an inclusive classroom including differentiating instruction, using Positive Behavior Support Strategies, and creating social relationships between students with and without disabilities; and
5. Identify implications of inclusive education for changes in schools and delivery of services and instruction.

**EDSP 450/606 Course Syllabus**

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<td>History of Special Education Services</td>
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<td>9/7</td>
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<tr>
<td>9/14</td>
<td>3</td>
<td>What is Inclusion? How is it different from mainstreaming and integration?</td>
<td>BS Ch 1</td>
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<td>BS Ch 2</td>
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<td>10/5</td>
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<td>Collaborative Practices and Effective Team Meetings</td>
<td>BS Ch 6 Handout</td>
<td>Reflection 2 and Mini-project 1 due</td>
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<td>10/12</td>
<td>7</td>
<td>Midpoint Application</td>
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<td>Reflection 3 described</td>
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<tr>
<td>10/19</td>
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<td>Instructional Strategies for Diverse Learners</td>
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<td>Social Relationships and Peer Supports</td>
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<td>Assessment and Grading: Problems and Solutions</td>
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<td><strong>NO CLASS-THEANKSGIVING</strong></td>
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<td>11/30</td>
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<td>Restructuring Schools</td>
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<td>15</td>
<td>Final Application</td>
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<td>Graduate Projects due</td>
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**Course Requirements**

1. **Attendance, Readings, and Class Discussion/Projects:** It is expected that students will have done the required readings and assigned study questions for each class and will participate in discussions and activities. Students will be notified within one week of the first class if discussion and participation are not satisfactory.

2. **Midpoint and Final Applications:** These in-class assessments will be based on information provided to that point and will be given using a group format. You and your team will collaborate to complete the assigned activities. You will receive your grade based on the work of the team.

3. **Reflections:** These short narratives will provide opportunities for the participants to reflect on prepared questions about the topics and strategies discussed. The questions and response rubric will be posted on the discussion board in Blackboard. Students will respond within one week of the posting.
4. **Mini-projects:**

   a. **Case Report** - An article and guiding questions will be provided. After reviewing the information, you will think about the perspectives of the parents, teachers, and community members. In no more than two pages, state your position on this placement using the guiding questions provided. Support your comments with at least 2 references (from your text or elsewhere).

   b. **Team Project** - You and your team members will be assigned a topic relevant to inclusive practices. You will create a 10 minute presentation following the guidelines provided. The final product should include web resources as well as recommended print resources.

   c. **Blueprint for Change** - You will read a document about the state of special education service delivery in Maryland. In no more than 3 pages, describe the situation in Maryland for students with disabilities. Who is in the best place? Who is in the worst? What is happening with achievement? Comment on the barriers and solutions. Which seem the most doable in your opinion? What impact will the changes have on future teachers?

5. **Additional Graduate Student Requirements:** All graduate students are required to do one of the following: (1) Action Plan for Creating an Inclusive School; (2) Case Studies of Inclusive Education; or (3) Propose your own project to meet this requirement. Descriptions of (1) and (2) are attached.

**Grading**

Each requirement will count the following number of points:

1. Class Discussion/Projects 44 (4 pts/class)*
2. Midpoint Application 10
3. Final Application 10
4. Reflections 12 (3pts/post)
5. Mini-Projects 24 (8pts/project)

Total: 100

*These four points can only be earned by being in class to complete the projects. There are no exceptions.

100-99 = A+
98-93 = A
92-91 = A-
90-89 = B+
88-83 = B
82-81 = B-
80-79 = C+
78-73 = C
72-71 = C-
70-69 = D+
68-63 = D
62-61 = D-
60 or below = F

**Required Textbook**

**Graduate Student Projects:** You will select one of the following two options for your project. Each project will include citations from the text and Internet sites and resources.

**Option 1:**
**Action Plan for Creating an Inclusive School (Read Chapter 8 now if you are thinking about this option.)**
In this project you will develop a plan consisting of a series of strategies for helping a school become fully inclusive. Minimum components of this project include:

- **Description of the vision for your school.** This should include information about the school including the population, parent involvement, types of instructional strategies used, support and collaboration for staff, and the extent to which the school has moved toward becoming an inclusive school (1-2 pages). A completed Quality Indicators could be used to support your plans.
- **Strategies for change and a rationale for why you think such strategies might be effective in your school.** Examples might include a planning team in the school, visits to other schools involved in inclusive teaching, study groups related to multi-level teaching or positive behavioral support (at least 3 strategies).
- **Development of at least one of these strategies with materials and tools that could actually be used in the school.** For example, if you choose a study group option, you would want to develop the schedule of meetings and the plans for the meetings including materials, etc.

**Option 2:**
**Case Studies of Inclusive Education**
In this project you will select at least 2 students with moderate to severe disabilities to be included in general education classes. Minimum components of this project include:
o Description of the student-strengths, needs, challenges, interests, history of time in general education (if any).

o Completed curriculum matrix which includes all options for a student without disabilities at the grade level.

o Description of how student will participate in at least 2 lessons found in the voluntary state curriculum for science. This will involve selecting a lesson and determining the goals and objectives for each. You will then determine what supports your student will need to participate. This will include the use of peer supports, academic supports, assistive technology, instructional strategies/prompts, and monitoring.

o Training recommendations in order to accomplish the above for the student.