American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC618
Classroom Accommodations & Modifications for Special Needs Learners
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC503 (May be taken concurrently)

Classroom Observation is required in this course. Up to 10 hours will be devoted to observation-related activities in an APUS approved site school.

Instructor Information

APUS Faculty

Course Description (Catalog)

This course explores accommodations and modifications for special learners within the Least Restrictive Environment (LRE) and enhances regular and special educators’ understanding of how best to address the individual needs of special learners. Cases and readings focus on the creation of appropriate accommodations, the integration of accommodations into a general education classroom, the legal requirement for accommodations, and the roles of the general and special education teachers within the LRE. Course participants will contribute to on-line discussions regarding beliefs, best practices, challenges, current research, and ways these affect their own teaching practice.

Course Scope

This course focuses on giving the teacher candidate the skills to be able to accommodate students with special needs in the Least Restrictive Environment (LRE) which may be a full inclusion classroom, a resource center, or a special day class. The emphasis will be placed on writing accommodations and modifications through differentiating content, process, and product for a variety of special need learners.
Best teaching practices will be investigated, observed, and applied. A requirement to observe a special education classroom and interview the teacher on best teaching practices is required along with working with a student with special needs.

**Course Objectives**

After successfully completing this course, you will be able to:

- Describe Least Restrictive Environment and its implications for placement of students with disabilities. (NCATE 1f, 4; CEC1, 2, 3, 9)
- Describe the various types of disabilities including learning disabilities, behavioral disorders, emotionally disturbed, mental disorders, physical impairments, and mental retardation. (NCATE 1f, 4; CEC1, 2, 3, 9)
- Describe the different accommodations and their roles in content area learning. (NCATE 1f, 1g, 4; CEC 2, 3, 4, 7)
- Describe differentiation and how it is applied in the classroom. (NCATE 1d, 1f, 1g, 4; CEC 1, 2, 3, 4, 7; 21st Century 1, 2)
- Describe accommodation and how it is applied in the classroom. (NCATE 1d, 1f, 1g, 4; CEC 1, 2, 3, 4, 7; 21st Century 1, 2)
- Describe the importance and the role of technology in teaching students with disabilities. (NCATE 1e, 1g; CEC 1c, 2, 3, 4, 7; 21st Century 1, 2, 3, 4)
- Explain the purposes, models, methods, and domains of assessment of students with disabilities. (NCATE 1d, 1e, 4; CEC 8)
- Explain the role of accommodation in assessing students with disabilities. (NCATE 1d, 1e, 1f, 4; CEC 8)
- Plan and justify educational interventions for students with disabilities. (NCATE 1a, 1e, 1f, 1g, 2, 4; CEC 4, 5, 7)
- Describe and evaluate accommodations for students with learning disabilities in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Describe and evaluate accommodations for students with communication disorders in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Describe and evaluate accommodations for students with behavioral disorders in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Describe and evaluate accommodations for students with emotional and mental disorders in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Describe and evaluate accommodations for students with physical disabilities in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Describe and evaluate accommodations for students with medical disorders in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Describe and evaluate accommodations for students with mental retardation in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Describe and evaluate accommodations for students with multiple disabilities in preschool, elementary, middle and/or high school. (NCATE 1a, 1g, 2, 5; CEC 4; 21st Century 1, 2)
- Evaluate skills in strategies for effective collaboration. (NCATE 1a, 1c, 1f, 3; CEC 7, 10)
• Investigate, practice, and evaluate strategies which may include accommodations and modifications of the curriculum in spoken language and word recognition necessary for teaching students with disabilities successfully. (NCATE 1a, 1b, 3; CEC 4, 8; 21st Century 1, )
• Investigate, practice, and evaluate strategies which may include accommodations and modifications of the curriculum in reading comprehension and written language necessary for teaching students with disabilities successfully. (NCATE 1a, 1b, 3; CEC 4, 8; 21st Century 1, 2)
• Investigate, practice, and evaluate strategies which may include accommodations and modifications of the curriculum in mathematics, science, and social studies necessary for teaching students with disabilities successfully. (NCATE 1a; 1b, CEC 4, 8; 21st Century 1, 2)
• Evaluate strategies for teaching and accommodating students with disabilities. (NCATE 1a, 1b, 1f; CEC 2, 4)
• Create lesson plans to address accommodations/modifications for the learners based on state and national standards. (NCATE 1a, 1b, 2, 6; CEC 2, 4; 21st Century 2)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Discussion Board questions (accomplished in groups through a threaded discussion board), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbooks


**Required Readings**


**Additional Resources**


**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Website URL/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council for Exceptional Children</td>
<td><a href="http://www.cec.sped.org">http://www.cec.sped.org</a></td>
</tr>
<tr>
<td>Differentiating Instruction</td>
<td><a href="http://www.learnalberta.ca/content/kes/pdf/or_ws_tea_elem_02_diffinst.pdf">http://www.learnalberta.ca/content/kes/pdf/or_ws_tea_elem_02_diffinst.pdf</a></td>
</tr>
<tr>
<td>Division for Early Childhood</td>
<td><a href="http://www.cec.sped.org">http://www.cec.sped.org</a></td>
</tr>
<tr>
<td>Early childhood special education: Recommended practices</td>
<td><a href="http://www.tr.wou.edu/train/cdcecse.htm">http://www.tr.wou.edu/train/cdcecse.htm</a></td>
</tr>
<tr>
<td>Information on transition services, including vocational education</td>
<td><a href="http://www.pai-ca.org/Pubs/505001.htm">http://www.pai-ca.org/Pubs/505001.htm</a></td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td><a href="http://www.learningandteaching.info/learning/constructivism.htm">http://www.learningandteaching.info/learning/constructivism.htm</a></td>
</tr>
<tr>
<td>Museum of Disability History</td>
<td><a href="http://www.museumofdisability.org">http://www.museumofdisability.org</a></td>
</tr>
<tr>
<td>National Dissemination Center for Children with Disabilities</td>
<td><a href="http://www.nichcy.org/Pages/Home.aspx">http://www.nichcy.org/Pages/Home.aspx</a></td>
</tr>
<tr>
<td>National Parent-to-Parent Support and Information System</td>
<td><a href="http://www.nppsi.org">http://www.npпси.org</a></td>
</tr>
<tr>
<td>Office of Special Education Intervention Techniques</td>
<td><a href="http://curry.edschool.virginia.edu/go/cise/ose/information/interventions.html">http://curry.edschool.virginia.edu/go/cise/ose/information/interventions.html</a></td>
</tr>
<tr>
<td>The Disability Rights Advocate</td>
<td><a href="http://www.disrights.org">http://www.disrights.org</a></td>
</tr>
<tr>
<td>The Inclusive Education Movement and Minority Representation in Special Education</td>
<td><a href="http://www.isec200.org.uk/abstracts/keynotes/articles.htm">http://www.isec200.org.uk/abstracts/keynotes/articles.htm</a></td>
</tr>
</tbody>
</table>
Transition for students with learning disabilities
http://www.ldonline.org/ld_indepth/transiton/transition.html

Transition Planning Resource Guide for Providers
http://www.communityinclusion.org/transition/providerguide.html

U.S. Department of Education
http://idea.ed.gov/

U.S. Department of Education: Early childhood education
http://www.ed.gov/parents/earlychild/ready/resources.html

Wrightslaw
http://www.wrightslaw.com/

**Evaluation Procedures**

**Instructor announcements:** At minimum, there will be an announcement at the beginning of each module that will highlight learning objectives, give additional guidance on the required weekly assignments, and provide a friendly reminder of key course milestones/due dates. This announcement will be provided at the beginning of the packets which will also provide supplemental reading materials.

**Reading Assignments:** Every week you are assigned readings from the textbooks. You are expected to keep up with the reading assignments which will directly relate to the discussion board questions as well as future assignments.

**Supplemental Readings:** In each lesson you will find supplemental reading that includes websites from the Internet as well as an e-bibliography that is located in the library under this course identification.

**Discussion Board Assignments & Exercises:** Interacting with your classmates is a critical part of your learning experience. It is my intent to have reflective and academic stimulating discussions in the classroom each week. In order to accomplish this there are two basic requirements of your participation. These requirements are:

1. To assist in getting discussions started early, please try to post your initial responses by Wednesday. The latest day you can post your initial responses for credit will be by the end of the week.
2. To clearly and completely answer a question, a post should be between 100 and 300 words. A rule of thumb for the length of an initial post to a discussion question should be that the reader does not have to toggle down the page more than once to read the entire post. Late postings (after the due date) will be accepted but may result in a deduction in points on an individual basis. This must be cleared ahead of time to receive any credit for a late post.

The required number of comments to others each week is 2. You can fulfill the requirements of responding to others by posting two (2) substantive responses to ANY learner’s initial responses AND by the posted due date. These responses should be between 50 and 150 words. “I agree” or “great job” is not enough. Tell why you agree or why you think the learner did a great job. Personalize your response with your experiences.
Discussion Ground Rules

1. Read posts with an attitude that you are open to rethinking your own beliefs and assumptions.
2. Acknowledge what the other person says and add to it in a substantive way.
3. Demonstrate professional courtesy and respect for one another.
4. Understand that "life" happens.
5. What is said here stays here.
6. What is learned here leaves here.
7. Have fun!

Homework Assignments: Throughout the semester you will be directly applying the reading to writing accommodations for real-life scenarios. The accommodations will be based upon research with justification from this research for the choices made to accommodate the specified learner(s) in each scenario. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3-5 pages in length and written in proper APA format. The 4 homework assignments will be given during week 1, 5, 6, and 7.

Field Experience: The Field Experience assignment is an important assignment that will go into your portfolio. This assignment requires 10 hours of observation in various special education classrooms.

Final Project/Portfolio Artifacts: There are no exams in this course, however, near the end of the course you will be completing a mini thematic unit with a minimum of 4 lesson plans. In the lesson plans you will add accommodations for a minimum of 3 different students based on your field experience observations, class reading, and the homework assignments.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignment 1</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 2</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 3</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 4</td>
<td>100</td>
</tr>
<tr>
<td>Field Experience Assignment 1</td>
<td>50</td>
</tr>
<tr>
<td>Field Experience Assignment 2</td>
<td>50</td>
</tr>
<tr>
<td>Field Experience Assignment 3</td>
<td>50</td>
</tr>
<tr>
<td>Field Experience Assignment 4</td>
<td>50</td>
</tr>
<tr>
<td>Final Project: Group Project</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Post 1</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 2</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 3</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 4</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 5</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 6</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 7</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 8</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 9</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Post 10</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s)</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 1    | Overview of Disabilities and LRE | • Describe Least Restrictive Environment (LRE) and its implications for placement of students with disabilities.  
• Describe the various types of disabilities  
• Describe how students are accommodated based on LRE | **Text:** Heward: None  
**Text:** Pfeiffer & Reddy: Chapters 1, 4 & 6  
**Text:** Smith: Chapter 1 | Discussion Post 1  
Discussion Post 2  
Field Experience 1 |
| 2    | Overview of Accommodation and Modification | • Describe different accommodations  
• Describe differentiation in the special education setting | **Text:** Heward: None  
**Text:** Pfeiffer & Reddy: None  
**Text:** Smith: Chapter 10 | Discussion Post 3  
Field Experience 2 |

Please explore the *Additional Resources* to supplement your learning.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 3    | Technology                     | • Define how technology can be used to make accommodations  
• Examine various technological software and websites for student use | **Text:** Heward: None  
**Text:** Pfeiffer & Reddy: None  
**Text:** Smith: None  

**Website:** The Individuals with Disabilities Education Act (IDEA) defines AT as both a device and a service. [http://atto.buffalo.edu/registered/ATBasics/Foundation/intro/introATidea.php](http://atto.buffalo.edu/registered/ATBasics.Foundation/intro/introATidea.php)  
**Website:** Assistive Technology to Meet K–12 Student Needs [http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te7assist.htm](http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te7assist.htm)  
**Website:** Special Education Technology Mila’s Success Story [http://www.setbc.org/success/2008-09/mila.html](http://www.setbc.org/success/2008-09/mila.html)  
**Website:** Star Tech Program Using Technology in the Classroom [http://www.startechprogram.org/technology/usingtech.html](http://www.startechprogram.org/technology/usingtech.html)  

Please explore the Additional Resources to supplement your learning | Discussion Post 4  
Assignment 1 |
| 4    | Learners with Learning Disabilities and Communication Disorders | • Describe and evaluate accommodations for students with learning  
• Describe and evaluate accommodations for students with communication disorders | **Text:** Heward: Chapters 5 & 8  
**Text:** Pfeiffer & Reddy: None  
**Text:** Smith: Chapters 4 & 7  

Please explore the Additional Resources to supplement your learning | Discussion Post 5  
Assignment 2  
Final Group Project |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 5    | Learners with Behavior and Emotional Disorders | • Describe and evaluate accommodations and modifications for students with behavioral disorders  
      • Describe and evaluate accommodations and modifications for students with emotional disorders | Text: Heward: Chapter 6  
Text: Pfeiffer & Reddy: Chapter 2  
Text: Smith: Chapter 8 | Discussion Post 6  
Field Experience 3 |
| 6    | Learners with Physical Disabilities and Medical Disorders | • Describe and evaluate accommodations for students with physical disabilities  
      • Describe and evaluate accommodations for students with medical disorders | Text: Heward: Chapters 9 & 12  
Text: Pfeiffer & Reddy: None  
Text: Smith: Chapter 1 | Discussion Post 7  
Assignment 3 |
| 7    | Learners with Mental Retardation and Multiple Disabilities | • Describe and evaluate accommodations for students with mental retardation  
      • Describe and evaluate accommodations for students with multiple disabilities | Text: Heward: Chapter 4  
Text: Pfeiffer & Reddy: Chapter 3  
Text: Smith: Chapter 1 | Discussion Post 8  
Field Experience 4 |
| 8    | Assessment and Collaboration | • Explain the purposes of assessment  
      • Describe appropriate ways to accommodate learners in assessments  
      • Evaluate skills in strategies for effective collaboration  
      • Create lesson plans with accommodations/ modifications  
      • Plan and justify educational interventions for students with disabilities | Text: Heward: None  
Text: Pfeiffer & Reddy: Chapter 5  
Text: Smith: Chapters 9, 13 & 14 | Discussion Post 9  
Discussion Post 10  
Assignment 4  
Final Group Project |
EDUC 618 Classroom Accommodations and Modifications for Special Needs Learners

March 2009

Updated August 2009
Susan Gilroy, email: ecm@apus.edu

This course explores accommodations and modifications for special learners within the Least Restrictive Environment (LRE) and enhances regular and special educators’ understanding of how best to address the individual needs of special learners. Cases and readings focus on the creation of appropriate accommodations, the integration of accommodations into a general education classroom, the legal requirement for accommodations, and the roles of the general and special education teachers within the LRE. Course participants will contribute to on-line discussions regarding beliefs, best practices, challenges, current research, and ways these affect their own teaching practice.

A. DEEP WEB—Licensed Materials

- JOURNAL TITLES & Databases Available
  - Brigham Young University education and law journal (1930-5273) from Spring 1993 to present in Academic Search Premier, Education Research Complete; from 04/01/1996 to present in LexisNexis Academic
  - Education and the law (0953-9964) from 03/01/1999 to 18 months ago in Academic Search Premier and Education Research Complete
  - Education law journal (0838-2875) from 06/01/2005 to present in ProQuest Research Library
  - International journal of special education (0827-3383) from 2001 to present in Directory of Open Access Journals
  - Intervention in school and clinic (1053-4512) from 01/01/1994 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 05/01/1997 to present in ProQuest Research Library
  - Journal of International Special Needs Education from 04/01/2007 to present in Education Research Complete
  - Journal of law & education (0275-6072) from 06/12/2000 to present in LexisNexis Academic; from 10/01/2000 to present in ProQuest Criminal Justice Periodicals Index; from 01/01/2005 to present in Education Research Complete
  - Journal of law and education from 03/01/1992 to 1992 in Academic Search Premier, Education Research Complete and International Security & Counter Terrorism Reference Center
  - Journal of special education (0022-4669) from 03/01/1975 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 04/01/1997 to present in ProQuest Research Library
  - Journal of Special Education & Rehabilitation (1409-6099) from 01/01/2004 to present in Education Research Complete
  - Journal of special education technology (0162-6434) from 01/01/2004 to present in Education Research Complete
  - Journal of the International Association of Special Education (1555-6913) from 05/01/2005 to present in Education Research Complete
  - Learning disability practice (1465-8712) from 02/01/2002 to present in Academic Search Premier
  - Learning disability quarterly (0731-9487) from 01/01/2001 to present in Academic Search Premier and Education Research Complete
Remedial and special education (0741-9325) from 07/01/1993 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 03/01/1997 to present in ProQuest Research Library

Rural special education quarterly (8756-8705) from 01/01/1999 to present in Academic Search Premier and Education Research Complete

Special Education (1392-5369) from 06/01/2006 to present in Education Research Complete

Special education law monthly (1094-3773) from 03/01/1998 to present in LexisNexis Academic

Special education report (1553-4294) from 06/23/1999 to 04/30/2004 in Education Research Complete

Teacher education and special education (0888-4064) from 09/01/2004 to present in Education Research Complete

Tizard learning disability review (1359-5474) from 10/01/2003 to 12/01/2008 in ProQuest Research Library; from 10/01/2004 to 09/30/2008 in Education Research Complete; from 10/01/2008 to present in Education Research Complete

Topics in early childhood special education (0271-1214) from 03/01/1990 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 04/01/1997 to present in ProQuest Research Library

ONLINE CATALOG (or, titles available electronically)


MEDIA: Laboratory/Simulation/Video Resources (Open and Deep Web)


ONLINE LIBRARY (e.g., Style Manuals) or Professor-supplied Materials

Tutorial & Student Study Center (information literacy, citation style guides, student publications, study/career resources)

Education department study portals (coming)
• TEXTBOOKS (Licensed to Students—CMM adds)

• SPECIFIC SUGGESTIONS—Articles, Case Studies, etcetera
  o Toward Inclusion of Special Education Students in General Education. Idol, Lorna. Remedial & Special Education, Mar/Apr2006, Vol. 27 Issue 2, p77-94 (Ebsco AN 20081079)
B. OPEN WEB

- TRUSTED WEB SITES (Open Web, include Associations, Universities...)
  - IDEA – National Education Association. [http://www.nea.org/home/16348.htm](http://www.nea.org/home/16348.htm)
  - IDEA Data - -Data Accountability Center. [https://www.idea-data.org/default.asp](https://www.idea-data.org/default.asp)

- SAMPLE SYLLABI

- LISTSERVS/DIscUSSION GROUPS/BLOGS/SOCIAL NETWORKING
  - Facebook groups (selected): [http://www.facebook.com](http://www.facebook.com)
    - Special Education Majors
    - Special Education Law
    - Special Education Law and Policy
    - Special Education Teachers Unite!
  - LinkedIn groups (selected): [http://www.linkedin.com/](http://www.linkedin.com/)
    - LD OnLine
    - Special Education Consultants – Law, Policy and Practice