**EPSE 317**

**Development & Exceptionality in the Classroom**

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**Course Description**

In EPSE 317, we focus on designing learning environments that support diverse learners to meaningfully participate socially and academically. Pedagogies that support social and academic inclusion are explored, including social and emotional learning, universal design for learning, trauma informed care, and RTI/MTSS. The needs of students with exceptionalities are considered within the context of an inclusive classroom.

**Essential Understandings**

1. Learning challenges are physical challenges, caused by neurological processes, and there are many possible neurological processes underlying a learning or “behavioral” challenge
2. Behavior is caused by a conflict between student needs and their environment/program, not by an inborn or personality characteristic
3. Social and emotional learning impacts academic learning, and well-being.
4. Social inclusion means that every child is a part of the life of the classroom, has the chance to feel good about themselves and what they contribute to the community, has the opportunity to experience success and growth, and feels a sense of belonging and interconnectedness.
5. Academic inclusion means that every child is meaningfully engaged in learning the general curriculum, in interaction with their peers, and in ways that allow them to be successful.
6. Universal Design for Learning is a conceptual framework for implementing inclusive education.

**Learning Outcomes**

In this course you will:

1. Explore a variety of definitions of inclusive education
2. Build on your understandings of how to develop a positive classroom climate, integrate social and emotional learning, and support mental health in diverse, inclusive classrooms
3. Learn how to implement universally designed, trauma informed practices
4. Assess a variety of methods to support students with challenging behavior and learning exceptionalities
5. Develop knowledge and skills related to teaching students with exceptionalities
6. Develop competency in four frameworks for planning and implement curricular units that are accessible to ALL learners based on the new BC curriculum
7. Learn how to differentiate assessment, evaluate, and report student learning for diverse, inclusive classrooms
8. Learn to interpret special education assessments and design IEP’s

**Texts**

Katz, J. (2012). *Teaching to Diversity: The Three Block Model of Universal Design for Learning.* Winnipeg, Mb.: Portage & Main Press.

**Resource Websites:**

Medicine Wheel & Mental Health (<http://www.fnha.ca/what-we-do/traditional-healing>)

Circle of Courage: Martin Brokenleg (<http://blogs.ubc.ca/afclc6/2011/04/29/reading-circle-of-courage-framework/>)

Social and Emotional Learning: CASEL (<https://casel.org/>)

Self-Regulation: Shankar (<https://self-reg.ca/>)

Universal Design for Learning: CAST (<http://www.cast.org/>)

**Academic Regulations**

**Changes in syllabus or coursework:**

Instruction in the course is fluid and flexible, and therefore all planned course activities are tentative—as a learning community we may modify course topics, readings, and assignments to promote student learning. All changes will be discussed in class and an updated course syllabus will be provided.

**Professional Courtesy:**

Students are expected to show professional courtesy, i.e., to display respectful and considerate behaviour toward colleagues and instructors. The BCTF code of conduct requires that professionals first address a colleague with whom they have an issue, before going to the next level of administration. Students in Epse 317 should therefore please address colleagues (classmates) or instructors (TAs) with whom they have a concern, before then bringing the concern to Dr. Katz (the course coordinator), or to TEO.

Collegial respect also suggests that attention is give to a speaker, colleagues work cooperatively on assigned tasks, and contribute to the team’s efforts. PERSON FIRST language should ALWAYS be used.

**Electronic Courtesy:**

Given the common use of computers in the classroom, and also their misuse, the Special Education Area has generated a policy regarding the use of computers. You are requested to use electronic devices in a respectful manner. This means that your use of a personal computer in the classroom is solely for in-class work such as viewing a Powerpoint presentation or class activity materials. Activities such as reading and replying to e-mail and web surfing are not acceptable activities during class. In addition to not attending to the class and its content, these activities are distracting to other students, similar to other forms of off-task behaviour by students. In addition, cell phones should be turned off during class. If you are waiting for an important phone call, please let the instructor know before the class has begun. When the call comes in, you are requested to take the call outside of the classroom. Use of one’s computer for non-classroom activities will lead to one reminder to refrain from doing so. Continued use will lead to a request to leave the classroom.

**Academic integrity:**

Academic misconduct includes but is not limited to the following: submission of work for credit that is attributable in whole or in part to another person without appropriate citation and other acts that attempt to give an unfair advantage to a student. If academic misconduct is suspected or discovered, all appropriate steps will be taken in accordance with university regulations (e.g., “0” on the assignment, a “0” mark for the course in the course, referral to appropriate university officials). Students also are expected to submit new work completed in this class, not work from a previous class. If you have questions regarding this policy, please do not hesitate to contact the instructor. Accommodations and modifications: If students have a disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Even without a documented disability, students are encouraged to meet with the instructor early in the course to discuss concerns. Alternatively, there are two university webpages that provide resources and tips: www.grad.ubc.ca and http://students.ubc.ca/about/access.

**TOPICS**

**Section 1: Creating Inclusive Classrooms**

**Inclusive Education**

* History / Legalities
* Social Inclusion/Exclusion
* Academic Inclusion/Exclusion
* Universal Design for Learning
* Meaningful Participation & Interactions
* Research

***\*Read Chapters 1 & 2***

**Social & Emotional Learning –**

* The relationship of well-being and learning
  + Neurology of behavior and SEL
    - Neurological research on the role of cortisol
    - SEL Programs: Spirit Buddies, Democratic Classrooms & the RD Program
* Neurology and Trauma
  + Neurological research on trauma
  + Trauma Informed Schools (TRC; Crosby, 2015)
  + MH Programs: DBT, The Brain Unit, The Four Spirits
* Frameworks for SEL & MH
  + Medicine wheel
  + Circle of Courage
  + CASEL
  + Clouds (Ensouling Our Schools)

Goals for SEL & MH

* + Respect for self and diverse others
  + Collaborative learning skills
  + Student Autonomy
  + Self-Regulation & Mindfulness
  + Meaning & Purpose
  + Resilience & Distress tolerance

***\*Read Ch. 3, Chapter 7 from Ensouling Our Schools***

**Planning Inclusive Instruction - Read Ch. 4**

* The new BC curriculum – what you need to know, and how to deliver it in diverse, inclusive classrooms
  + Planning for Diverse Learners: 4 Frameworks
    - Year planning structures for the diverse classroom
    - Unit planning structures for the diverse classroom
* UDL (CAST, Three-Block Model)
* Problem Based Learning
* Land-Based Education
* The Planning Triangle
* Classroom Ecologies
* Literacy & Numeracy

**Teaching to Diversity – Read Ch. 5**

* Classroom Management for Inclusive Instructional Practice
  + Starting the Year
    - Teaching Group Work
    - Teaching Conceptual Representation
  + Implementing UDL
    - Creating schedules
    - Gradual Release: The Three Part Unit/Lesson
    - Flexible Groupings and Stations and Centres K-12
    - Assessment & Evaluation Procedures

**Section 2: Inclusive Special Education – *Readings May Be Distributed***

**Recognizing Students with Learning/Attentional Challenges**

* RTI: Assessment & Identification – the process
  + Role of the classroom teacher
  + Role of the resource teacher/clinicians

**Programming**

* Working with Teams (EA’s, RT’s, Clinicians) & Families
* IEP’s

**Assignments**

The Assignment for this course has three parts:

### Curriculum Map (Individual) *Due: July 15th*

### The intent of this project is that it will provide you with more knowledge and resources about a specific type of exceptional learner while also familiarizing you with available resources and local experts.

The following exceptionalities may be explored:

1. High Ability/Gifted
2. Learning Disabilities / ADHD
3. Intellectual Disabilities
4. Autism
5. Behavior Disorders
6. Visual Impairments
7. Hearing Impairments

Each student will rank their top three areas of interest, and groups will be formed within each breakout. You will be provided with a curricular map developed by a professor in the special education department who will serve as a mentor to students studying that area of exceptionality. Your job will be to complete the map by conducting research, and discussing your findings and questions with your mentor on the day they come in to meet with the groups.

Your expertise will then be used to contribute to the group for the next part of the assignment.

1. **Case Study (Group)**

You will develop a program for a case study of a diverse, inclusive classroom.

***Planning***

You will work as a small group to develop a social and emotional plan, and a curricular unit for a case study of a diverse, inclusive classroom. Each member of the group will have studied a different area of exceptionality. Your group will then develop a case study of a classroom that includes students with your 3-4 areas of exceptionality. For example, if members of your group studied learning disabilities, autism, and visual impairments, you will create the plan and unit for a class that included students with these three areas of exceptionality.

Part 1: Designing the Learning Environment - Create… ***Due July 19th***

1. A plan for addressing the social and emotional needs of the class, considering:
   1. The age and development of your students
   2. The particular needs of your case study class

Part 2: Designing the Instruction – Create… ***Due July 23rd***

1. A diagram of the set-up of the class, and a rationale explaining how it fits with your pedagogy
2. A year and unit plan outline (web) that reflects the diverse range of learners in your case study classroom. Include:
   1. Year Plan – lay out three themes for the year
3. A brief rationale to explain your choices for thematic combinations in the year plan – what were the connections?
   1. Unit Plan: Must include at least two core courses and one elective. Choose one unit from your year plan to develop.
4. List the big ideas and big questions
5. Adjust the rubrics for each of the cores, and explain your adjustments
6. Create a rubric for the elective
7. Design the learning activities using one of the 4 planning frameworks (PBL, TBM, Triangle, Land Based)
8. Rationale for the Unit

* Summary of assessments. This is meant to be a chance for you to think about how you will track students’ progress through the unit. How will you know how your students are doing?
  + What kinds of assessments will you use? (e.g. self-assessments? Peer conferencing? Observations?)
  + Consider your case. If you have a student who struggles with written output but has strengths in another area, how might you differentiate assessment for the whole class in ways that allow that student to be successful alongside their peers?
  + Rationale for activities:
* How will your activities help develop the core competencies? For instance, to develop personal and cultural identity, did you plan any activities that lead students to reflect on their own beliefs, values, and perspectives? How will you develop communication skills and critical thinking?
* How have you considered the case study individuals in this? For instance, if you have a student in a wheelchair, how will he/she participate in the activities? Did you eliminate some because of this consideration, or do you have a plan for how to provide supports?

1. **Reflecting on Inclusion and Pedagogy (Individual) *Due: July 26th***

On the first day of class, you will begin a concept map related to inclusive education.

* 1. As you add to it over time, use different colored pens/pencils to show your growth in thinking.
  2. For the last day of class, create a reflection (written or otherwise) related to your thoughts, beliefs, and feelings about your learning throughout this course (refer to rubric for details)

**Evaluation**

The course is pass/fail. ***In order to pass this course***, students must:

1. Achieve a “Pass” on each section of the course rubric.
2. **FULL ATTENDANCE IS MANDATORY**. Any unexcused absences may be cause for failure.
3. All assignments must be completed ***on time*** to receive a grade in this course, ***including in-class activities***. There is no final exam.

## Class Presence and Participation

During the course, you will be expected to attend class, and to contribute to your classmates’ learning. You can do this by taking part in class discussions, and small group work. The small groups will provide one way for you to participate in discussions of the material we will cover in class, especially if you are not comfortable speaking in front of a larger group. It is as important for each of you to facilitate the involvement of your peers as it is for you to take part yourself. Students who require accommodations for full participation in the class should meet with the instructor either during or after the first class.

**FEEDBACK FOR YEAR / UNIT PLANS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Beginning** | **Approaching** | **Fully Meeting** | **Exceeding** | Name(s) |
| Plan singles out individuals | Plan seeks to reduce negative behaviors, create safe space | Plan builds collaborative learning community through positive supports | Plan builds collaborative learning community through positive supports, considers individual needs | **SEL Plan** |
| Plan focuses on control and is punitive | Plan focuses on control | Plan facilitates a trauma informed environment | Plan infuses mental health programming throughout academics |
| Plan reduces student autonomy, separates staff | Plan is collaborative, teacher led | Plan promotes self-regulation | Plan promotes self-regulation and addresses personal competencies | **Management Plan** |
| Physical setup related to space rather than philosophy | Physical setup reflects management philosophy, Accessibility designed for typical students | Physical setup reflects management philosophy, facilitates efficient transitions | Physical setup reflects management philosophy, creates independence for ALL learners |
| Curriculum not sequenced, logically connected | Connections are vague, difficult to communicate | Logical connections / sequence for groupings | Connections are insightful, relate to student development | **Year Plan** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Connections are between Big Ideas & EQ’s only | Connections are between Big Ideas & EQ’s & competencies – for some learners | Connections are between Big Ideas & EQ’s & competencies seamlessly | Connections are between Big Ideas & EQ’s & competencies – are innovative, consider case | **Unit Plan** |
| Strategies may address areas tangentially related to big ideas and competencies | Strategies support big ideas and competencies for some learners | Strategies/ Activities support big ideas and competencies | Strategies / activities support big ideas and competencies, consider case |
| Strategies/ Activities are heavily weighted in one learning modality | Strategies/ Activities only consider typical learners | Strategies/ Activities consider diverse learners | Strategies / activities allow individual goals to be addressed alongside peers |
| Strategies are not supported by research | Strategies are supported by research in best practice | Strategies are supported by research in best practice, use a variety of instructional structures | Strategies are supported by research in inclusive education, are innovative |
| Developmental progress is unclear | Development is quantified in subjective terminology | Rubric shows a developmental progress of achievement | Rubric considers cognitive and attitudinal development | **Assessment / Rubric** |
| Rubric can only be assessed through one type of response | Rubric requires structured products | Rubric can be assessed through multiple means | Rubric can be understood and used by students |
| Assessment is tangentially related to big ideas | Assessment focuses on big ideas | Assessment is differentiated, process oriented, focuses on big ideas and competencies | Assessment is differentiated, process oriented, focused on competencies & big ideas and allows choice |
| **Comments:** | | | | |

**FINAL RUBRIC FOR EPSE 317**

|  |  |  |
| --- | --- | --- |
| **FAIL** | **PASS** |  |
| Describes conceptions of Inclusion | Analyzes conceptions of inclusion in terms of:   * Social justice * Human rights * Discrimination * Pedagogy and practice | **Inclusion** |
| Explains UDL conceptually | Makes connections between UDL and Inclusion   * Philosophy and underlying values * Instructional practices * Professional expectations of a teacher   Designs instructional units accessible to diverse learners | **UDL** |
| Defines SEL/MH, describes practices based on lectures / readings | Reflects on the well-being of students in terms of:   * The teachers role * Impact on learning * Impact on families and communities   Evaluates and selects programs/practices related to developing student well-being, shows insight and depth of thought  Evaluates impacts of instructional practices, teacher attitudes and perceptions, and education on students’ well-being. | **SEL/MH** |
| Focuses on teaching as instructional practice | Formulates philosophy, values, and connected practices related to being an inclusive educator, shows insight, engagement and depth of thought | **Professionalism / Role of the Teacher** |
| Describes various exceptionalities, identifies instructional strategies suggested | Makes connections and infers relationships between the design of learning environments and the expression of exceptionalities  Designs learning environments that are inclusive of students with specific exceptionalities | **Exceptionalities** |
| Comments | | |