EDUC 250  
Teaching Children with Diverse Needs  
Cincinnati Christian University  
Spring 2014

Instructor: Marie Johnson, M.Ed.  
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Class information:  
• Meeting time – Wednesdays 3:20-6:00 pm  
• Location – President’s Hall 249  
• Credit information – 3 semester credit hours

Text:  
• Authors: Sharon Vaughn, Candace Bos & Jeanne Schumm  
• Title: Teaching Students Who Are Exceptional, Diverse and At Risk in the General Education Classroom ~ Fifth Edition ~ 2011  
• Publisher: Pearson/Allyn & Bacon  

Required field experience:  
• 20 hours to include:  
  1. Directed observation in a classroom setting.  
  2. An interview with a parent of a child with diverse needs.  
  3. Tutoring/classroom support of a child with diverse needs.

CCU Mission Statement:  
The mission of Cincinnati Christian University is to teach men and women to live by the Biblical principles and to equip and empower them with character, skills, insight and vision to lead the church and impact society for Christ.

Course Description:  
A survey course in the identification, assessment and inclusion of children with diverse needs in a regular early childhood classroom or church setting, including research-based strategies that address their learning and behavior needs. A substantial range of assessment practices, including standardized testing used by the state, is discussed and analyzed. The course requires 20 hours of field experience, which includes an interview with a parent of a child with diverse needs, a directed classroom observation and tutoring a child with diverse needs. Prerequisites: CEMN 110 or EDUC 101, and EDUC 220. (ED UC220 may be taken concurrently.)
Course Rationale:
Today’s educators, those in both school and church settings, are assuming more responsibility for the educational and character development of children with diverse learning needs and from multi-cultural backgrounds. To do this, educators must have an understanding of the characteristics and the implications of those characteristics for each area recognized as diverse learners. The educator must also know how to adapt environments, materials and strategies to address these children’s learning and behavior needs. In addition, today’s educators must establish working relationships with the parents of these children so as to support and minister to the family unit.

Course Objectives:
Upon completion of this course, the student will:
• Be able to identify and interpret the content of an IEP (Individual Education Plan)
• Be able to identify and interpret the content of an ETR (Evaluation Team Report)
• Develop a broad understanding in the identification of the general characteristics of the most frequently occurring disabilities and have a basic understanding of the ways these disabilities impact learning.
• Be able to plan for and provide multiple ways to modify instruction and make appropriate accommodations as needed to facilitate positive learning results within the general curriculum for students with disabilities.
• Become familiar with a variety of assessment procedures and tools to document student’s learning, behavior and growth appropriate to the student’s age, interests and learning.
• Develop an understanding of shared instructional responsibility for students with disabilities and how to work to develop well-functioning, collaborative relationships with both the professional staff and the students’ families.

Attendance and Participation:
You are expected to attend all class sessions, read the assigned material and be prepared to actively participate in discussions and in-class activities. Please communicate with me concerning any extenuating circumstances that limit your attendance or participation.

Academic Integrity:
Academic dishonesty as defined by University policy will not be tolerated in any form. All students are held to the CCU Academic Integrity Policy for all work submitted.

Late Assignments:
If you find yourself in a situation that prohibits you from turning in an assignment, taking a test or presenting a project on its scheduled day, it is in your best interest to address that issue and communicate with me as soon as possible. A late penalty will be applied at the discretion of the instructor.
Disabilities Statement:
Students who require academic accommodations due to any documented physical, psychological or learning disability should request assistance from the Academic Support Director within the first two weeks of class.

Disclaimer:
The course plans and schedule printed in this syllabus are subject to revision and may be modified.

Course Schedule:
The course plans and schedule printed in this syllabus are subject to revision and may be modified. We will have guest speakers and DVDs supporting and enhancing lecture presentations and topics, with such dates pending re: scheduling availability. We will also plan for two to three off site field trips during class time, with such dates pending re: scheduling availability.
Grading:
Letter grades will be assigned to percentages based on the scales published in CCU’s catalog. Grading will be determined based on the following criteria:

- Exams
- Adaptive Lesson Plan / Presentation
- Parent Interview Report / Presentation
- Classroom Observation Response Paper / Presentation
- Tutorial / Intervention Support Response Paper / Presentation
- Field Observation Time Sheet
- Class attendance, being prepared and actively participating in all in-class activities

EXAMS:
There will be six exams based on lecture topics. Exams will consist of multiple choice, short essay and case-based application items.

ADAPTIVE LESSON PLAN / PRESENTATION
Present and submit a one page sample lesson plan that you developed or observed where the instruction was modified or differentiated to meet the specific needs of a student or small group with learning issues.

For the presentation, you may choose to either demonstrate the lesson yourself or show us the visual representation (photographs, power point, etc) of the lesson in action.

PARENT INTERVIEW REPORT / PRESENTATION
Present and submit a two to three page paper reflecting on your interview with a parent of a special needs child. (See Field Experience handout page 5 for details.)

CLASSROOM OBSERVATION RESPONSE PAPER / PRESENTATION
Present and submit a 2 – 3 page response paper about your classroom observation experience. (See Field Experience handout page 5 for details.)

TUTORIAL / INTERVENTION SUPPORT RESPONSE / PRESENTATION
Present and submit a 2 – 3 page response paper about the experience. (See Field Experience handout page 5 for details.)
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<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan. 22</td>
<td>Course Introduction, Syllabus overview. Student expectations.</td>
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<td>Jan. 29</td>
<td>Special Education. Inclusive Schooling. Cultural &amp; Linguistic Diversity</td>
<td>Exam #1</td>
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<td>Feb. 5</td>
<td>Response to Intervention RTIs, IEPs &amp; ETRs</td>
<td>Exam #2</td>
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<td>Feb. 12</td>
<td>Being Learning Disabled F.A.T. City</td>
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<td>Feb. 19</td>
<td>SLD – Specific Learning Disabilities</td>
<td>Exam #3</td>
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<td>Feb. 26</td>
<td>ADHD</td>
<td>Exam #4</td>
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<td>March 5</td>
<td>Speaker / Field Trip</td>
<td>Meet @ Miami Valley Christian Academy</td>
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<td>March 12</td>
<td>Spring Break!</td>
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<td>March 19</td>
<td>ASD - Autism Spectrum Disorder</td>
<td>Exam #5</td>
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<td>March 26</td>
<td>Adapted Lesson Plan or Parent Interview Presentation</td>
<td>Adapted Lesson Plan or Parent Interview: paper/presentation</td>
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<td>April 2</td>
<td>Speaker / Field Trip</td>
<td>Meet @ Miami Valley Christian Academy</td>
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<td>April 9</td>
<td>Adapted Lesson Plan or Parent Interview Presentation</td>
<td>Adapted Lesson Plan or Parent Interview: paper/presentation</td>
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<td>April 16</td>
<td>Easter break!</td>
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<td>April 23</td>
<td>At Risk/Gifted Physical Disabilities</td>
<td>Exam #6</td>
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<td>April 30</td>
<td>Speaker / Field Trip</td>
<td>Meet @ Miami Valley Christian Academy</td>
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<td>May 7</td>
<td>Final Exam ~ Field Presentations</td>
<td>Field Presentation</td>
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<td>May 14</td>
<td>Final Exam ~ Field Presentations</td>
<td>Field Presentation</td>
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Cincinnati Christian University
Field Observation Time Sheet ~ EDUC 250

Name: ___________________________________________  Semester: _________

School visited: ___________________________  Teacher: ___________  Grade: ______

School visited: ___________________________  Teacher: ___________  Grade: ______

School visited: ___________________________  Teacher: ___________  Grade: ______

Total field hours completed: ____________

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hours completed</th>
<th>Brief description of the activity/observation</th>
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Field Experience
(Thoughts to guide your writing/presentation)

Classroom Observations:
- Physical environment (urban/suburban, public/private; preschool/childcare center; K-6; etc.)
- Learning environment (engaging; dull; loud; sit in your seat/worksheet oriented; hands-on kinesthetic; quiet/controlled.)
- Instructional time (Whole/small groups; ability groups for reading/math; cooperative learning groups.)
- Student population (class size; general description of students including those with special learning needs.)
- Professionals/paraprofessionals working in the classroom (adult to child ratio; duties of para.)
- Behavior management style of teacher.
- Strategies used to differentiate instruction.
- Effective strategies observed – instructional & classroom management.
- Ineffective strategies observed – instructional & classroom management.
- New information gleaned; questions that arose in your mind.
- Your reflections/impressions during this time observing.

Parent Interview:
- Describe family - parent(s), siblings, extended family members.
- Parent’s perception of child – child’s disability/identification/diverse learning need; personality; likes/dislikes; friendships; behaviors noted at home/school; child’s learning style; successful/unsuccessful strategies used by parents for behavior management, homework.
- If possible, compare parent’s perspective of child with the prospective of others (yours, teacher’s, therapist’s, etc.)
- Parent’s positive interactions/responses to school interventions, teachers, therapists. Describe growth they’ve noticed in their child.
- Parent’s frustrations with child, school, teachers, etc. Describe setbacks. they’ve had or noticed with their child.
- Questions they’d like the school/teacher/therapists to address.
- Hopes & dreams parents have for their child.

Tutoring/One-on-One Classroom Support:
- Describe child you are working with – disability/diverse learning need; personality/wiring; likes/dislikes; friendships; family life; learning style; response to teachers/therapists/tutors (including you); strategies that work/ don’t work; observed/measurable growth; frustrations/setbacks.
- Your questions, concerns for this child.
- Your hopes & dreams for this child.