

SIMON FRASER UNIVERSITY
Education 383
PROCEDURES, MATERIALS AND MODELS TO PROMOTE
EFFECTIVE INSTRUCTION OF STUDENTS WITH DISABILITIES
IN REGULAR CLASSROOMS

Spring Semester, 1995
Locations: Richmond
Time: Thursdays, 16:30 - 19:20

Instructor: Daniel Demers

PREREQUISITES: Education 401/402 or equivalent, or permission of the instructor.

COURSE DESCRIPTION:

This course is designed to help regular classroom teachers develop the knowledge, skills and awareness to facilitate effective instruction for students with high incidence special education needs in regular classrooms. The goals for students enrolled in this course include: a) an increased knowledge and understanding of the educational needs of students with learning disabilities and learning difficulties; b) an increased knowledge and understanding of the characteristics of regular classroom environments that promote or hinder effective instruction for students with high incidence disabilities; c) an awareness of various comprehensive models of instruction that can facilitate the learning of all students within a regular classroom setting; d) an understanding of the collaborative and consultative model of school-based team to assist teachers with immediate practical interventions.

The course will be divided in four sections, one for each of the learning objectives proposed in the previous paragraph. The course is designed to be practical and to deal mainly with the process issues rather than content. Thus it should be applicable to any subject matter. It will also address intervention programs such as Peer-Tutoring, Community Mentoring, Skills for Success and other programs available for implementation in any existing school or community environment.

COURSE OBJECTIVES:

Participants in this course will:

- increase their knowledge and understanding of the educational needs of students with learning disabilities (processing problems) and learning difficulties (emotional, behavioral, organizational and academic delays).
- increase their knowledge and understanding of the characteristics of regular classroom environments that promote or hinder effective instruction for students with special needs.
- increase their awareness of various comprehensive models of instruction and intervention that can facilitate the learning of all students within a regular classroom setting.
- understand the collaborative and consultative model of school-based team to assist teachers with immediate practical interventions.

COURSE REQUIREMENTS:

- a. Completion of reading assignments and Reading Response Journal.
- b. Active participation in the weekly seminar using assigned readings, additional readings and practical classroom experiences.
- c. Satisfactory completion of the "Expert Group Project" including oral presentation and defense to the class.

EVALUATION:

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| a. Reading Response Journal | 20% |
| b. Two Think Papers (3 pages max.) | 30% |
| c. Group Project & Presentation | 40% |
| d. Seminar Participation | 10% |

REQUIRED READINGS:

Stuck, G.B. & Lillie, D.L. (1994). *Models of instruction*. New York, NY: Macmillan
(Selected Chapters of pre-publication text).

Dunn, R. & Dunn, K. (1993). *Learning styles*.

Wang, M.C. & Walberg, H.J. (1985). *Adapting instruction to individual differences*.
Berkeley, CA: McCutchan.

Research Triangle Institute. (1992). *Educational approaches and program options for
integrating students with disabilities: A decision tool*. Research Triangle Park, NC:
RTI.