

# G-1: Procedures, Materials and Models to Promote Effective Instruction of Students with Disabilities in Regular Classrooms

**Instructor:** Dr. David Lillie

**Location:** Vancouver

**Date:** July 25–August 4, 1994

**Days:** Monday–Saturday

**Time:** 8:30 a.m.–12:30 p.m.

	UVic	SFU	*UBC
<b>Course Number:</b>	ED-D 487	EDUC 383	EPSE 343
<b>Section Number:</b>	Q57	T1.00	96A
<b>TT or Cat Number:</b>	27458	49955	25611

## COURSE DESCRIPTION

This course is designed to assist teachers in the development of the knowledge, skills and awareness of the materials needed to facilitate effective instruction for students with disabilities in regular classrooms. The goals for this course include: a) increased knowledge and understanding of the educational needs of students with disabilities, b) increased knowledge and understanding of the characteristics of instructional environments that promote effective instruction for these students, c) development of the ability to effectively use one comprehensive model of instruction to facilitate the learning of students with disabilities as well as students without disabilities, and d) development of a portfolio of instructional materials for implementation as a specific model of instruction in the classroom.

## INSTRUCTOR PROFILE

Dr. David Lillie is currently a professor with the School of Education, University of North Carolina, at Chapel Hill. Dr. Lillie has been an administrator and teacher of special education programs in both North Carolina and Indiana. He first taught a summer institute in B.C. in 1993.

## COURSE REQUIREMENTS

List of student assignments to be completed and other expectations of students:

- Completion of all assigned readings.
- Satisfactory completion of daily in-class activities.
- Satisfactory completion of the course project—a portfolio of instructional materials and resources.

Student assessment and grading procedure:

- A Unit Post-Test will be administered at the end of each of the three units presented in the course. Students failing to demonstrate an 80% correct mastery criteria will be given additional opportunities for demonstration of mastery of the learning objectives.
- Satisfactory completion of the course project must be demonstrated to pass the course. A rating scale employed by the instructor will be used to review and rate each course project.

## READINGS

Dunn, R. and Dunn, K. (1993). *Learning Styles*.

Wang, M.C. and 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.

### Pre-Institute reading assignment:

Stuck, G.B. and Lillie, D.L. (1994). *Models of Instruction*. New York, NY: Macmillan (pre-publication text). Chapters: The Learning for Mastery Model, The Learning Styles Model, The Classroom Wide Peer Tutoring Model, and The Direct Instruction Model.