

# EDUC618

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## Course Summary

**Course :** EDUC618 **Title :** Classroom Accommodations and Modifications for Special Needs Learners  
**Length of Course :** 8  
**Prerequisites :** N/A **Credit Hours :** 3

## Description

**Course Description:** 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 educators within the LRE. Course participants will contribute to online 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.

## 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)

## Outline

### Week 1: Overview of Disabilities and LRE

#### Learning Objectives

- 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

#### Readings

**Text:** Pfeiffer & Reddy: Chapters 1, 4 & 6

Centers for Disease Control and Prevention. (n.d.). Disability Overview.  
<http://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>

## Assignments

### Introductions

Forum 1: Disabilities and Least Restrictive Environment

Assignment: Field Experience 1

## Week 2: Overview of Accommodation and Modification

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### Learning Objectives

- Describe different accommodations
- Describe differentiation in the special education setting

### Readings

**Text:** Smith: Chapter 10

Baum, S., Dann, M., Novak, C. & Preuss, L. (2009). Differentiate or accommodate?  
[http://www.davidsongifted.org/db/Articles\\_id\\_10665.aspx](http://www.davidsongifted.org/db/Articles_id_10665.aspx)

Strom, E. (n.d.). The difference between accommodations and modifications.  
<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/the-difference-between-accommodations-and-modifications>

Please explore the **Additional Resources** to supplement your learning

## Assignments

Forum 2: Accommodation and Differentiation

Field Experience 2

## Week 3: Technology

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### Learning Objectives

- Define how technology can be used to make accommodations
- Examine various technological software and websites for student use

### Readings

**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>

**Website:** Assistive Technology to Meet K–12 Student Needs  
<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>

**Website:** Star Tech Program Using Technology in the Classroom  
<http://www.startechprogram.org/technology/usingtech.html>

Please explore the **Additional Resources** to supplement your learning

## Assignments

## Forum 3: Resource Search

### Assignment 1

## Week 4: Learners with Learning Disabilities and Communication Disorders

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### Learning Objectives

- Describe and evaluate accommodations for students with learning
- Describe and evaluate accommodations for students with communication disorders

### Readings

#### Required Readings:

American Speech-Language-Hearing Association. (n.d.). Frequently asked Questions: Speech and Language Disorders in the School Setting. <http://www.asha.org/public/speech/development/schoolsFAQ/>

American Speech-Language-Hearing Association. (n.d.) Helping children with Communication Disorders in Schools.

<http://www.readingrockets.org/article/helping-children-communication-disorders-schools>

SESD. (n.d.). Communication Disorders Strategies.

<http://www.sesd.info/inclusion%20site/disabilities%20teaching%20strategies/Communication%20Disorders/>

**Website:** Psychology Today. (n.d.). Communication Disorders. Retrieved from

<https://www.psychologytoday.com/conditions/communication-disorders>

**Website:** McLaughlin, M. J. (2012). Access to the Common Core for all: Six principles for principals to consider in implementing CCSS for students with disabilities. Principal. Retrieved from

<http://www.naesp.org/principal-septemberoctober-2012-common-core/access-common-core-all-0>

Please explore the **Additional Resources** to supplement your learning

### Assignments

Forum 4: Accommodation Intervention

Begin Assignment 2

Begin Final Group Project

## Week 5: Learners with Behavior and Emotional Disorders

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### Learning Objectives

- Describe and evaluate accommodations and modifications for students with behavioral disorders
- Describe and evaluate accommodations and modifications for students with emotional disorders

### Readings

**Website:** Center for Effective Collaboration and Practice. (2000). Educational Strategies for Children with Emotional and Behavioral Problems. Retrieved from [http://webcache.googleusercontent.com/search?q=cache:w0lACsiXyJ:cecp.air.org/aft\\_nea.pdf+&cd=1&hl=en&ct=clnk&gl=us](http://webcache.googleusercontent.com/search?q=cache:w0lACsiXyJ:cecp.air.org/aft_nea.pdf+&cd=1&hl=en&ct=clnk&gl=us)

**Text:** Pfeiffer & Reddy: Chapter 2

**Website:** NEPS. (2010). Behavioural [sic], Emotional and Social Difficulties: A Continuum of Support. Retrieved from

Please explore the **Additional Resources** to supplement your learning

Assignments

Forum 5: Accommodations and Modifications for the Emotionally Disturbed Student

Field Experience 3

## **Week 6: Learners with Physical Disabilities and Medical Disorders**

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Learning Objectives

- Describe and evaluate accommodations for students with physical disabilities
- Describe and evaluate accommodations for students with medical disorders

Readings

### **Required Readings:**

National Education Association. (n.d.). Students with Physical Disabilities Speak out on Challenges in School.

<http://www.nea.org/home/55319.htm>

**Website:** Special Education Support Service (n.d.). Physical Disabilities, Retrieved from

<http://www.sess.ie/categories/physical-disabilities>

**Locate one article in the APUS Library about learners with physical disabilities and/or medical disorders**

Assignments

Forum 6: Accommodations for Special Medical Needs

Assignment 3

## **Week 7: Learners with Mental Retardation and Multiple Disabilities**

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Learning Objectives

- Describe and evaluate accommodations for students with mental retardation
- Describe and evaluate accommodations for students with multiple disabilities

Readings

**Text:** Pfeiffer & Reddy: Chapter 3

**Website:** Do2Learn. (n.d.). Intellectual Disability. Retrieved from

[http://www.do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\\_Strategies.html](http://www.do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html)

**Website:** Project IDEAL. (n.d.). Intellectual Disabilities. Retrieved from

<http://www.projectidealonline.org/v/intellectual-disabilities/>

**Website:** Project IDEAL. (n.d.). Multiple Disabilities. Retrieved from

<http://www.projectidealonline.org/v/multiple-disabilities/>

Assignments

Forum 7: Accommodations and Modifications for the Student with Multiple Disabilities

## Week 8: Assessment and Collaboration

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### Learning Objectives

- 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

### Readings

**Text:** Pfeiffer & Reddy: Chapter 5

Coleman, F. A. (2014). Bridging the gap between policy and practice: Using negotiated rulemaking to build consensus on assessments in special education. *The American University Journal on Gender, Social Policy, & the Law*, 22(3). 693-720.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/1567683677?accountid=8289>

Hernandez, S. J. (2013). Collaboration in special education: Its history, evolution, and critical factors necessary for successful implementation. *US-China Education Review*, 3(6), 480-498.

<http://eric.ed.gov/?id=ED544122>

Obiakar, F.E., Bakken, J. P., & Rotatori, A.F.(2009). *Current issues and trends in special education: Identification, Assessment, and Instruction*. City?: Emerald Group Publishing Limited. (APUS Library)

<http://site.ebrary.com/lib/apus/Doc?id=10370381>

<http://site.ebrary.com/lib/apus/Doc?id=10367683>

Spencer, S. A. (2005). Lynne Cook and June Downing: The practicalities of collaboration in special education service Delivery. *Intervention in School and Clinic*, 40(5), 296-300.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/211729721?accountid=8289>

Please explore the **Additional Resources** to supplement your learning

### Assignments

Forum 8: Group Project Share

Forum 9: Course Reflection

Assignment 4

Final Group Project

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## Evaluation

### Grading:

Name	Grade %
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## Materials

**Book Title:** Inclusion Practices With Special Needs Students

**Author:** Pfeiffer, Steven / Reddy, Linda A

**Publication Info:** Routledge N. Y.

**ISBN:** 9780789008435

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### Required Readings

American Speech-Language-Hearing Association. (n.d.). Frequently asked Questions: Speech and Language Disorders in the School Setting. <http://www.asha.org/public/speech/development/schoolsFAQ/>

American Speech-Language-Hearing Association. (n.d.) Helping children with Communication Disorders in Schools.

<http://www.readingrockets.org/article/helping-children-communication-disorders-schools>

Baum, S., Dann, M., Novak, C. & Preuss, L. (2009). Differentiate or accommodate?

[http://www.davidsongifted.org/db/Articles\\_id\\_10665.aspx](http://www.davidsongifted.org/db/Articles_id_10665.aspx)

Centers for Disease Control and Prevention. (n.d.). Disability Overview.

<http://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>

Center for Effective Collaboration and Practice. (2000). *Educational Strategies for Children with*

*Emotional and Behavioral Problems*. Retrieved from [http://webcache.googleusercontent.com/search?q=cache:w0IACsiXyJ:cecp.air.org/aft\\_nea.pdf+&cd=1&hl=en&ct=clnk&gl=us](http://webcache.googleusercontent.com/search?q=cache:w0IACsiXyJ:cecp.air.org/aft_nea.pdf+&cd=1&hl=en&ct=clnk&gl=us)

Coleman, F. A. (2014). Bridging the gap between policy and practice: Using negotiated rulemaking to build consensus on assessments in special education. *The American University Journal on Gender, Social Policy, & the Law*, 22(3). 693-720.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/1567683677?accountid=8289>

Do2Learn. (n.d.). *Intellectual Disability*. Retrieved from

[http://www.do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\\_Strategies.html](http://www.do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html)

Hernandez, S. J. (2013). Collaboration in special education: Its history, evolution, and critical factors necessary for successful implementation. *US-China Education Review*, 3(6), 480-498.

<http://eric.ed.gov/?id=ED544122>

Introduction to AT. (2005). *The Individuals with Disabilities Education Act (IDEA) defines AT as both a device and a service*. Retrieved from

<http://atto.buffalo.edu/registered/ATBasics/Foundation/intro/introATidea.php>

McLaughlin, M. J. (2012). Access to the Common Core for all: Six principles for principals to consider

in implementing CCSS for students with disabilities. *Principal*. Retrieved from <http://www.naesp.org/principal-septemberoctober-2012-common-core/access-common-core-all-0>

National Education Association. (n.d.). Students with Physical Disabilities Speak out on Challenges in School.

<http://www.nea.org/home/55319.htm>

Obiakar, F.E., Bakken, J. P., & Rotatori, A.F.(2009). *Current issues and trends in special education: Identification, Assessment, and Instruction*. City?: Emerald Group Publishing Limited. (APUS Library)

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<http://site.ebrary.com/lib/apus/Doc?id=10367683>

NCREL. (n.d.) *Assistive technology to meet K-12 student needs*. Retrieved from

<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te7assist.htm>

NEPS. (2010). *Behavioural [sic], Emotional and Social Difficulties: A Continuum of Support*. Retrieved

From [http://www.sess.ie/sites/all/modules/wysiwyg/tinymce/jscripts/tiny\\_mce/plugins/filemanager/files/Documents\\_f](http://www.sess.ie/sites/all/modules/wysiwyg/tinymce/jscripts/tiny_mce/plugins/filemanager/files/Documents_f)

Project IDEAL. (n.d.). *Intellectual Disabilities*. Retrieved from

<http://www.projectidealonline.org/v/intellectual-disabilities/>

Project IDEAL. (n.d.). *Multiple Disabilities*. Retrieved from

<http://www.projectidealonline.org/v/multiple-disabilities/>

Psychology Today. (n.d.). *Communication Disorders*. Retrieved from

<https://www.psychologytoday.com/conditions/communication-disorders>

SESD. (n.d.). Communication Disorders Strategies.

<http://www.sesd.info/inclusion%20site/disabilities%20teaching%20strategies/Communication%20Disorders/>

Special Education Support Service. (n.d.). Physical Disabilities.

<http://www.sess.ie/categories/physical-disabilities>

Special Education Support Service (n.d.). *Physical Disabilities*, Retrieved from

<http://www.sess.ie/categories/physical-disabilities>

Special Education Technology. (2009). *Mila's success story*. Retrieved from

<http://www.setbc.org/success/docs/2009/mila.html>

Spencer, S. A. (2005). Lynne Cook and June Downing: The practicalities of collaboration in special education service Delivery. *Intervention in School and Clinic*, 40(5), 296-300.

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<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/the-difference-between-accommodations-and-modifications>

Star Tech Program. (n.d.). *Using technology in the classroom*. Retrieved from

<http://www.startechprogram.org/technology/usingtech.html#>

**NOTE:** You will need to locate one article from the APUS Library about learners with physical disabilities and/or medical disorders for Week 6

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## Course Guidelines

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## University Policies

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