



UDCP 400: Foundations of Teaching and Learning in Inclusive Settings

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Office Hours: Wednesdays 9:30am - 11:30am; Thursdays 1-2 pm and other times by appointment
Term: Fall 2020

Office: zoom link available on Beachboard
Email: Kristin.stout@csulb.edu
Prerequisites: UDCP program admission
Department: Liberal Studies
Program: Urban Dual Credential Program

Class Days/Times: Thursdays @ 11:00-12:50pm

Class Location: Online synchronous and asynchronous meetings

College of Education Vision

Equity & Excellence in Education

Mission

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Course Description

Foundations in teaching and learning in inclusive, diverse schools. Discussion of professional, legal and ethical practices, multi-tiered systems of support, disability categories, and inclusive collaborative models. Letter grade only, A-F. Mode: Lecture and AMI

Course Format

This course will be delivered in an online synchronous and asynchronous format.

Course Learning Objectives (CLO)/Program Student Learning Outcomes (SLO)

Course Objectives: Upon successful completion of the course, students will:

1. Explain the goals and requirements for the Urban Dual Credential Program including beginning to compile their program portfolio.
2. Examine the works of major general and special educational theorists and evaluate the use of their practices with students of diverse gender, culture, language, ability, and life experiences. (CTC ESCP Standard 3; ESCP Program Standard 2)
3. Communicate one's personal philosophy of inclusive education including its relationship to special education, bilingual education, and general education.
4. Describe the teaching and learning process, including basic lesson planning.
5. Describe school wide models that support all learners including multitiered systems of support (i.e., Response to Intervention, Positive Behavior Interventions and Supports) and

Universal Design for Learning

6. Explain relevant state and federal laws regarding education and community participation of individuals with disabilities from birth through adulthood, including the major categories of disabilities identified in Individuals with Disabilities Education Act (IDEA). (CTC MSCP Standard 13; CTC ESCP M/M Standard 1, M/S Standard 1).
7. Describe the characteristics of students with disabilities and procedure for identification, including knowledge of the pre-referral and referral process (CTC MSCP Standard 13; CTC ESCP M/M Standard 1, M/S Standard 1).
8. Identify the roles and responsibilities of teachers in the Individualized Education Program (IEP) planning process and in providing effective instruction (including use of assistive technology) to students with disabilities in inclusive settings.
9. Describe the components of the IEP document.
10. Demonstrate knowledge of the critical components and supports essential for building meaning and sustaining respectful partnerships with culturally and linguistically diverse families and families of students with diverse learning needs and communities (CTC ESCP Program Standard 3).
11. Respectfully collaborate and consult with parents, paraprofessionals, general/special education teachers, related service personnel, administrators, the business community, and public and non-public agencies to provide a cohesive delivery of services (CTC ESCP Program Standard 4);
12. Communicate effectively with individuals with disabilities and their parents, and primary caregivers including relevant social, academic and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements in a meaningful manner, in consideration of culture and language differences (CTC ESCP Program Standard 4).

Teacher Performance Expectations (TPEs)

TPE 4 Engaging and Supporting Student in Learning

TPE 10 Making Content Accessible

TPE 12 Instructional Planning

TPE 13 Professional Growth

<https://www.ctc.ca.gov/educator-prep/stds-prep-program>

Required Texts/Readings

Textbook

Kurth, J. A., & Gross, M. (2015). *The Inclusion Toolbox: Strategies and Techniques for All Teachers*. Thousand Oaks, CA: Corwin.

Other Readings

Additional Supplemental Course Readings can be found through the CSULB University Library, or, through open weblinks - see links at end of syllabus. Readings are also found on Beachboard*

CSULB Candidate Resources

Student Health Services

The mission of Student Health Services is to support academic excellence by promoting physical and mental well-being. Candidates are encouraged to view the different health resources and programs that

are listed from the home page of the [SHS website](#).

[Bob Murphy ACCESS Center](#) (BMAC) assists students with disabilities as they secure their university degree. Formerly this was known as Disabled Student Services. This support program is within the Division of Student Services and is in SSC, room 100 and can be reached at 562-985-5401. They are opened 8AM-5PM weekday hours. Please see the website for specific information on DHH and Autism Services, the Stephen Benson Learning Disability Program, as well as information on support animals and advisement support.

Inform me of Any Accommodations Needed

Candidates are encouraged to reach out to BMAC as soon as possible. Additionally, please notify me of any known accommodations or supports that will assist in your academic success this semester.

DREAMERS Success Center

The Dream Success Center was established with the intent to provide services, resources, and support to undocumented students on the CSULB campus. Come visit us in Peterson Hall 2, Student Success Center (SSC-290) beginning 01/16/2019 or you can explore this [DREAM web](#) page to learn more about how we can assist you.

OMBUS Student Resources

The Office of University Ombuds is an independent, neutral resource for informal problem-solving. The Office serves all members of the campus community – including students and alumni/ae. Please see their extensive Student Resources list [Ombuds resources](#)

CED Scholarships and Financial Aid

The CSULB [Center for Scholarship Information](#) (CSI) offers a one-stop shop for information on all CED, General Campus and External Scholarships. CSI also provides access to the [BeachScholarships](#) system, which offers a single online application for all CED and General Campus Scholarships during the application cycle from November 1 through February 15.

Student Emergency Intervention and Wellness Program

The CSULB Student Emergency Intervention and Wellness Program is a comprehensive initiative that identifies and immediately serves CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis. To access these resources please contact 562-985-2038 or visit [Emergency grant](#)

Computer Access

When the CSULB campus is opened, there are two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities](#) website for an extensive list of all available software installed in both computer labs.

BeachBoard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Google Chrome or Firefox are the recommended browsers). You

log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB's](#) homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Course Policies and Requirements

Communication Policy

Candidates are encouraged to contact the instructor with any questions they may have. The instructor is available during office hours and by appointment. Email and office hour Zoom are an effective way of contacting the instructor.

GPA Policy

Per CSU Chancellor's Executive Order #547, a candidate must have maintained a minimum grade point of 3.0 in all core Preliminary Credential courses prior to entrance into Final Fieldwork (student teaching), with no grade lower than a "C" in any core course.

Dispositions for Program Participation

Candidates will demonstrate professional commitment and responsibility, effective intra- and interpersonal skills, and positive attitudes toward learners (Candidates in the Urban Dual Credential Program please refer to PDQ survey).

Late work

Points will be deducted for assignments turned in late: 2 points per day, including weekends and holidays. Assignment received after they are due for submission will be considered late. Assignments more than 10 days late will not be accepted or graded. Assignments submitted after the Final Exam class session date/time will not be accepted or graded. If you submit an assignment after the due date (note not due time) then it is the candidate's responsibility to ensure the instructor knows of the late submission for grading by sending a brief email at the time of late work submission. Failure to do so can result in late work not being graded.

Re-Do

Candidates will be allowed to Re-Do only one assignment per course. Assignments eligible for a Re-Do must have an original score of 75% or lower, excluding late points assigned. It is the responsibility of the candidate to conference with the instructor on the day the assignment is returned and plan for resubmission. Re-Do assignments must accompany originally graded work and be submitted within one week of receiving graded original work. Re-done work is only eligible for a score of up to 75%. The final submission of the group final project is not eligible for re-do.

Plagiarism/Academic Integrity Policy

The instructor expects all candidates to provide original thoughts, ideas, and work in all written assignments. Correct citations (APA format) must be provided when summarizing or quoting another's work. While it is not expected to be a problem in this course, please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and academic integrity. Work that you submit is assumed to be original unless your source material is documented appropriately, using Reference Page (APA format). The CSULB Library provides [APA manual and citation](#) supports. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism.

Pursuant to Policy Statement 08-02, instructor will act appropriate for the situation, including the possibility of investigation and action by the Office of Student Conduct and Ethical Development. Candidates should read the section on cheating and plagiarism: [Cheating and plagiarism in the CSULB catalog](#)

University Withdrawal Policy

Withdrawals after the first 2 weeks of class are permissible only for serious and compelling reasons and results in

a “W” grade. Class withdrawals during the final 3 weeks of class are not permitted except for a catastrophic reasons and requires thorough documentation and a number of procedures to be adhered to (see [Understanding Grades and Grading](#)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of “WU” (unauthorized withdrawal) in the course. Please refer to website to get familiar with the policy. [Dropping-and-withdrawing](#)

Course Format and Attendance Policy

This course will be delivered in an online format. Coursework will be both synchronous and asynchronous. Candidates are expected to complete all asynchronous module assignments within the given time frame. Candidates are expected to be present during all synchronous course meetings.

Synchronous course meeting Netiquette expectations:

1. Synchronous meetings will be held during arranged course day/time. Check weekly “Module” for information and link.
2. Be prepared for class sessions – have downloaded course weekly materials, complete and have access to the reading, complete all assignments by due dates and be sure to log into class sessions by the start of the posted class session. Timeliness is expected, and for the protection of our meetings the Zoom will “lock” shortly after our session starts.
3. Use video during meetings (see Zoom information about “virtual background” if desired). Sessions will not be recorded (and feature will be turned off for individual recording) unless notified by instructor, in which case candidates have the option to turn off their video setting. If video is not turned on, then candidates are expected to actively participate in discussions – especially during activities/discussions. Passive presence will result in lowered participation/activity points for synchronous meetings.
4. Mute microphone when not speaking and utilize the “raise hand” button.
5. Activity participation points will be issued based on the above criteria.

Excused Absences

- Students must provide documentation for any excused absence, which include 1. Illness or injury to the student; 2. Death, injury or serious illness of an immediate family member or the like; 3. Religious reasons; 4. Jury duty or government obligation; 5. University sanctioned activities
- *It is the student’s responsibility* to contact the instructor regarding an excused absence prior to the next class session. All posted assignments are due by the due date unless absence meets criteria for #1 and #2 stated above with supporting documentation. For absences that are not supported with documentation then previously posted assignments must be submitted via email by the due date/time (see Late Work policy above). It is then the responsibility of the candidate to contact the instructor prior to the next class session to arrange for make-up of any missed in-class assignments/activities. For criteria # 3, 4 or 5 candidates must notify the instructor at least 1 week in advance to arrange for missed class activities and all assignment due dates must be adhered to.

Please refer to and get familiar with the [CSULB Attendance Policy](#).

Netiquette

Netiquette is a term that relates to acceptable conduct in an online environment. For a detailed explanation of proper Netiquette that will be required for participation in this course, go to [The Core Rules of Netiquette](#)

Technical Assistance and Beachboard Access

Candidates need an active email account as a requirement of the Urban Dual Credential Program. Course materials and announcements will be disseminated over Beachboard and it is expected that you visit our UDCP 400 site weekly. If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [Virtual Support Services](#) or by phone at (562) 985-4959 or visit them via Zoom or when opened, on campus in the Academic Service (AS) building, room 120.

Submission of Assignments

1. All assignments will be typed using a 12-point font, double-spaced and proofread for grammatical and spelling errors.

2. Candidates are expected to use “people first” language (e.g., student with a learning disability, teacher of students with intellectual disability).
3. All assignments should include in-text citations, summary or quote, and should utilize assigned course readings and be reflective of this content. References should be provided for each assignment unless indicated by instructor. The CSULB Library provides [APA manual and citation](#) resources.
4. All oral and written references to sample/observation students will be made without identifying information. Full confidentiality of subjects will always be maintained.
5. Rubrics will be posted on Discussion Board, Dropbox, and/or Beachboard and provide criteria for each assignment.
6. Unless specified, all assignments are **due Thursdays at 11:00am** on week listed on schedule below.
7. Points will be deducted from assignments that do not adhere to these guidelines.

Assignments Description and Requirements

Personal Philosophy of Education - SLO # 2 - 3 (15 points)

Candidates will write a personal philosophy of inclusive education (2- 3 pages) that focuses on serving diverse students in urban schools. Candidates will use the course readings to support their arguments and cite sources appropriately. See schedule for due date to Beachboard Dropbox. A rubric for this assignment is on Beachboard and will be graded on the following criteria:

Demonstrate a vision that will guide future practice, going beyond a description of current practices and experiences.

Demonstrate reflection on the relationship between general and special education in diverse, urban schools.

Demonstrate a comprehensive reflection on legal, ethical, or professional practices for students in diverse, urban settings.

Demonstrate an understanding of current literature in the field of special education.

Demonstrate effective writing skills including grammar, spelling, and use of people first language.

Reflection and Observation of Inclusive Urban School Setting - SLO # 1, 2 & 6 (10 points)

Candidates will reflect on inclusive practices in school settings. This project will evolve as the semester unfolds, due to access to k-12 students and teachers. The project will require observation (video form) and a typed reflection. Information will be forthcoming, but due to COVID-19, will require flexibility. Stay tuned. Due date is listed on the course schedule.

Quizzes - SLO 1-12 (4 @ 15 points = 60 points)

Students will take four non-cumulative quizzes through the semester that will check for understanding of course content and completion of course readings. The quizzes will be timed, allow for only 1 attempt, are open notes/books, and will comprise of multiple choice, T/F and short answer questions. Quizzes will cover material presented since the prior quiz through the current module’s material. Check posted date on course schedule, and all quizzes will open the assigned week on Tuesdays and are **due by Thursdays at 11:00am**. Quizzes may not be taken after the due date/time unless approved by instructor for excused absences under university requirements 1. Illness or injury to the student; 2. Death, injury or serious illness of an immediate family member or the like; 3. Religious reasons.

“Inquiry Groups” – SLO 2 – 12 (9 submissions @ 5 points each = 45)

Candidates will be assigned groups for participation in “Inquiry” related to the weekly assigned readings. Each week, one candidate will be assigned to be the discussion leader and post one well thought inquiry based on the assigned reading. “Inquiry Content” points for the discussion leader are assigned based on

evidence of a thoughtful inquiry question/prompt and timeliness. Late inquiry prompt by discussion leaders will result in 0 points for "Inquiry Content". "Response" points will be assigned based on continuing the discussion with group members. The **inquiry prompt must be posted by Monday at 11:30pm** for credit. Responses are due by Thursday at 11:00 am.

All other candidates in the group will respond to the discussion leader's inquiry. Points for responses to "Inquiry Content" will be assigned based on evidence of connection to and reflection of, the assigned reading. "Response" points will be assigned based on continuing the discussion with group members. **Responses are due by Thursday at 11:00am.** Late points are assigned for late responses. If a prompt is not provided by the discussion leader, then all respondents may use the following generic prompt - "Highlight one critical concept from this week's reading and describe how this concept should guide your teaching of students with disabilities". If needed, use this link for assistance with [Discussion in Beachboard](#).

Module Activities – SLO 2 – 12 (14 modules with activities @ 5 points total = 70 points)

Attendance, preparedness and participation in all class modules, activities and synchronous class meetings is expected. For any module work submitted late, Late Points will be applied. Activities and participation in synchronous class meetings cannot be made up. If a candidate has a documented excused absence (see information above), then exceptions will be made – and it is the candidate's responsibility to contact the instructor for exception criteria prior to the next class session.

Parent Presentation on MTSS – SLO 1, 11 & 12 (35 points)

Students will work in small groups to develop a *hypothetical* workshop on multi-tiered systems of support for parents. Considerations for this workshop will be based on experiences working with schools/families and content clearly grounded in course provided references. A group typed **paper** will be submitted that include the following components:

- Describe the **target audience** that you are preparing the workshop for- description of the parent group, the age/grade level of the school they are a part of, and careful considerations for parent language background and access to the workshop; description of the special education services provided at the school; parents' prior experience with MTSS; rationale for the workshop e.g., why they need to know about this topic (4 points)
- Decide on the **purpose of your presentation** and develop **parent learning outcomes** Your group may decide to provide a general overview of MTSS to parents, **OR** select a specific component of focus (i.e., academic interventions, behavioral interventions, progress monitoring systems, etc.) for the workshop – describe clearly the purpose of this workshop. State 3-5 learning outcomes that you have for the parent participants. These outcomes should be measurable based on activities or parent feedback (5 points)
- Describe the proposed **workshop structure, format, and activities** – number of meetings, agendas for each, activities planned, who will lead the sessions, who will participate and how the workshop addresses the needs of the target audience. Include at least one example of a handout/resources that will be provided to parents and at least one example of an activity you would have parents engage (4 points)
- **Resources**- what resources will you rely on in designing the workshop? Incorporate these resources into the development of your workshop and cite these in the written paper describing the workshop. Provide a list of at least 5 references. References need to be a combination of book chapters, journal articles, and online resources. (3 points)
- **Evaluation** – develop a brief evaluation plan that you will use to determine the effectiveness of your workshop. The evaluation plan should address whether the parents met the 3-5 learning outcomes established. (3 points)

- You will also be graded on **writing style and conventions**, so please edit for correct grammar, spelling, and punctuation (4 points)

Groups will make a **brief presentation** using multi-media of an overview of your workshop. This presentation should give your peers an overview of your workshop and will be shared on Beachboard for peer reflection. Your presentations will be evaluated on the following components:

- A **Professional** and well-developed presentation and adhere to time limit of no more than 6 minutes (2 points)
- Presentation provides an **overview** of the audience and purpose of the workshop, structure and activities, and evaluation plan (3 points)
- Incorporated **example** (or visual) of a handout, activity, and resource (3 points)

Each candidate (not done as a group) will be responsible to complete the following components:

- View and comment on at least 3 different **peer presentations** by the required due date/time. Comments should include something that stood out to you that you would consider including in future parent workshop and one question/consideration that you have about the proposed workshop to be considered by the workshop creators (2 points)
- This project requires candidates to utilize effective communication, collaboration, and team building skill sets. At the completion of the project each candidate will complete a **peer evaluation form** reflecting on the teamwork and collaborative nature of the group. (2 points).

Grading Policy

Evaluation Method

<i>Assignment</i>	<i>Points</i>
Personal Philosophy	15
Observation and Reflection of Inclusive Setting	10
Module Activities	70
Inquiry Group	45
Quizzes - 4 @ 15 each	60
Parent Participation on MTSS	35
TOTAL	

Course Grading Scale

<i>Point Range</i>	<i>Letter Grade</i>
147-164	A
131-146	B
114-130	C
98-113	D
Below 97	F

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments, and deadlines, if situations arise that necessitate doing so.

Course Schedule UDCP 400

Textbook readings are referenced with (Ch.) Additional Course Readings are referenced with (*).

<i>Module</i>	<i>Due Date</i>	<i>Topic and Course Learning Outcome (CLO)</i>	<i>Assignment/s Due</i>	<i>Readings Due</i>
1	8-27-20	Synchronous Meeting Introductions, syllabus review, ethical principles of special education CLO # 1, 3, 8,10, 12	Module 1 activities	* CEC ethical principles
2	9-3-20	Synchronous Meeting Issues guiding inclusive practice: Diversity in our Schools, CRP, SEL, disproportionality, systems change CLO # 2, 10	Module 2 activities "Inquiry Group"	*Young, et al (2017) *Sciuchetti (2017)
3	9-10-20	Synchronous Meeting Understanding the law guiding the Special Education Process – prereferral, eligibility, service delivery; Collaborating and communicating with parents about the Special Education Process. CLO # 6, 7, 8	Module 3 activities "Inquiry Group"	Ch. 1 (pages assigned) * National Center for Learning Disabilities: Parent Guide Read Chapters 1, 3, 5, 6
4	9-17-20	Asynchronous Module MTSS – Inclusive Academic Instruction; Inclusive Behavior/Social-Emotional Instruction CLO # 2, 5	Module 4 activities Quiz 1	*Swiftschools MTSS Modules - Inclusive Academic Instruction -Inclusive Behavior/Social-Emotional Instruction
5	9-24-20	Synchronous Meeting Frameworks to support all learners: Inclusive Education and MTSS CLO # 2, 5	Module 5 activities "Inquiry Group" Philosophy of Inclusive Education	Ch. 5 and 10 *Review Swift Guide
6	10-1-19	Asynchronous Module	Module 6 activities	*Special Education Guide-Disability Profiles (see

		Disability Categories High Incidence Disabilities CLO # 6, 7		specifics for High Incidence Disabilities) *IRIS Resource Locator – Disability (for High Incidence Disabilities)
7	10-8-20	Asynchronous Module Disability Categories Low Incidence Disability CLO # 6, 7	Module 7 activities Quiz 2	*Special Education Guide- Disability Profiles (see specifics for Low Incidence Disabilities) *IRIS Resource Locator – Disability (for Low Incidence Disabilities)
8	10-15-20	Asynchronous Meeting IEPs: Developing High-Quality Individualized Education Programs CLO # 8, 9	Module 8 activities	*IRIS Module – Developing High-Quality Individualized Education Programs
9	10-22-20	Synchronous Meeting Meeting student needs through the IEP development process CLO # 8, 9	Module 9 activities “Inquiry Group”	* Center for Parent Information and Resources; IEP Components *National Center on Learning Disabilities: Parent Guide Read chapter 7
10	10-29-20	Synchronous Meeting Collaboration with the school team in educational planning- IEP, IFSP, ITP, 504 Plans CLO # 6, 8	Module 10 activities “Inquiry Group”	Ch. 4 (pages assigned) 11 (pages assigned) and 14 (pages assigned) *U.S. Department of Education – Laws & Guidance; A Guide to the Individualized Education Program
11	11-5-20	Asynchronous Meeting Interpersonal communication skills necessary for conflict management, advocacy, leadership, and supervision within special education CLO # 10, 11, 12	Module 11 activities “Inquiry Group” Quiz 3	Ch. 7 (pages assigned) *Skills You Need *National Center on Learning Disabilities: Parent Guide Read chapter 11

12	11-12-19	Asynchronous Module Using a Fully Integrated Organizational System to differentiate instruction and support lesson plan development through co-planning and teaching CLO # 4, 8, 11	Module 12 activities "Inquiry Group"	*Swiftschools Module Ch. 12
13	11-19-20	Synchronous Meeting Differentiating instruction based on learner needs – UDL; scheduling for consultation and differentiated instruction CLO # 5, 8, 4	Module 13 activities "Inquiry Group" Reflection and Observation of Inclusive Setting	Ch. 9
14	11-26-20	Thanksgiving		
15	12-3-20	Synchronous meeting Social facilitation and peer support essential for building meaning and sustaining respectful partnerships CLO # 2, 4, 12	Module 15 activities "Inquiry Group" Quiz # 4	Ch. 8 and 13
16	12-10-20	Asynchronous Module FINAL EXAM - Group Presentations and Reflections CLO # 5, 10, 11, 12	Module 16 Parent Workshop Presentation on MTSS group paper Parent Workshop Presentation group media presentation Individual Peer Evaluation Form Peer comments on presentations	

Reference List for Articles and Websites

Links to CSULB Library for journal articles are provided below. View the CSULB [Library Services for students](#) and also library [Access Requirements](#).

<https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

The Iris Center. (n.d.). *Iris Resource Locator: Disability*. <https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

** Use Information Briefs, Video Vignettes and Web Resource Directory for **High Incidence Disabilities**: Autism, Specific Learning Disability, Speech and Language Impairment, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment and **Low Incidence Disabilities**: Multiple Disabilities, Traumatic Brain Injury, Visual Impairments, Orthopedic Impairments, Deafness, Deaf-Blindness, Hearing Impairment*

The Iris Center. (n.d.). *Iris Resource Locator Module: Developing High-Quality Individualized Education Programs*. <https://iris.peabody.vanderbilt.edu/module/iep01/>

National Center for Learning Disabilities. (n.d.). *IDEA Parent Guide: A comprehensive guide to your rights and responsibilities under the Individuals with Disabilities Education Act (IDEA 2004)*. <https://www.ncld.org/wp-content/uploads/2014/11/IDEA-Parent-Guide1.pdf>

**Read chapters assigned for different weeks*

Center for Parent Information and Resources. (2017, November 9). *Contents of the IEP*. <https://www.parentcenterhub.org/iepcontents/>

Sciuchetti, M. B. (2017). Addressing inequity in special education: An integrated framework for culturally responsive social emotional practice. *Psychology in the Schools*, 54(10), 1245–1251. <https://doi.org/10.1002/pits.22073>
https://csulb-primo.hosted.exlibrisgroup.com/permalink/f/r652kf/TN_wj10.1002/pits.22073

Skills You Need. 2017. *Interpersonal Skills*. <http://www.skillsyouneed.com/interpersonal-skills.html>.

Candidates will take the Interpersonal skills self-assessment

**Read the sections on Communication Skills, Listening Skills, Verbal Communication, Non-verbal communication, Negotiation, and Improving Communication*

Special Education Guide. (2015, August 23). *Disability Profiles*. <http://www.specialeducationguide.com/disability-profiles/>.

For **High Incidence Disabilities read profiles for Autism, Specific Learning Disability, Speech and Language Impairment, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment*

Special Education Guide. (2015, August 23). *Disability Profiles*. <http://www.specialeducationguide.com/disability-profiles/>.

For **Low Incidence Disabilities read profiles for Multiple Disabilities, Traumatic Brain Injury, Visual Impairments, Orthopedic Impairments, Deafness, Deaf-Blindness, Hearing Impairment*

Swift Education Center. *Multi-Tiered System of Support for Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction*. *SWIFT Guide*. <https://guide.swiftschools.org/>.

**Modules from: Multi-Tiered System of Support for Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction*

Swift Education Center. *Integrated Educational Framework for Fully Integrated Organizational Structure. SWIFT Guide.* <https://guide.swiftschools.org/>.

**Module from: Integrated Educational Framework for Fully Integrated Organizational Structure*

US Department of Education. (2019, August 30). *Guide to the Individualized Education Program.* ED.gov. <https://www2.ed.gov/parents/needs/speced/iepguide/index.html>.

US Department of Education. *Laws & Guidance.* ED.gov. <https://www2.ed.gov/policy/landing.ihtml?src=go>.

Young, K. S., Herring, T. J., & Morrison, A. D. (2017). Conceptual Strategies for Culturally Sustaining and Inclusive Education. *Kappa Delta Pi Record*, 53(4), 174–178. <https://doi.org/10.1080/00228958.2017.1369279>
https://csulb-primo.hosted.exlibrisgroup.com/permalink/f/r652kf/TN_informaworld_s10_1080_00228958_2017_1369279