

# McGill University

Instructor's Handbook

EDPI 341, Instruction in Inclusive Schools

&

EDPI 309, Diverse Learners

Department of Educational and Counselling Psychology

Faculty of Education

McGill University

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## Welcome

We would like to extend our best wishes to the instructors teaching EDPI 341 and /or EDPI 309. You are an integral part of our team and we appreciate your help in promoting more inclusive experiences for diverse learners through your active participation in our teacher education program. In November 2015 a group of instructors who have taught either EDPI 341 and/or EDPI 309 were invited to meet to discuss some of the issues concerning these two courses. The purpose of this handbook is to review the 2013 edition of the handbook with a view to addressing some of the student and instructors' comments and to add recent additions to the latest findings in the inclusion of students with learning differences into regular classrooms.

## Philosophy & Rationale

We believe that individual development and experience are linked to and mutually affected by context. We are starting from an eco-systemic approach where we view an individual in relation to his/her environment while considering the opportunities, constraints, and influences of these "systems". For example, a child's attitude about school may be affected by his/her personality or parents, by the surrounding neighborhood, and by social policies guiding the curriculum; the child's attitude may in turn affect a teacher's approach to classroom management, peer friendships, and his/her experience in the classroom. Education is a highly nuanced process and educators are faced with increasingly diverse environments that require flexible skills and expertise in inclusive philosophies and practices, and in-depth knowledge about diverse learners.

EDPI 341 and EDPI 309 were designed to provide this information and opportunities to practice the requisite skills for a demanding profession. As EDPE 300 Educational Psychology is a pre-requisite/co-requisite for these courses it is envisioned that students will follow EDPE 300 with EDPI 341 after or while concurrently learning about the basics of Educational Psychology. The foundation from Educational Psychology will be expanded upon to include the notion of diversity (culture, ability/disability etc.) and to talk about general strategies and approaches aimed at promoting inclusion for all learners.

EDPI 341 purposefully precedes EDPI 309 because it addresses general issues and strategies that can be applied to a diverse group of people and it should be considered introductory. The review committee believed that EDPI 341 should prepare teachers for the reality of a regular class in a Quebec school where inclusion is a Ministry mandate. The course sequence was purposely created so that students begin EDPI 309 with a basic understanding of instruction in inclusive schools before delving deeper into the specifics related to types of diversity (e.g., specific disability or learning profiles etc.) as well as to reduce any redundancy between EDPI 341 and EDPI 309. It is imperative that students do not experience much content overlap between these two courses as EDPI 309 was conceived to be an advanced course on the topic of diverse learners with the aim of increasing expertise in the field above and beyond the general approaches explored in EDPI 341.

## Approach

These courses should provide content and practical opportunities related to exploring instruction in inclusive schools to diverse learners. Instructors should utilize multi-media and real-world approaches that promote authentic learning opportunities. Evaluations should include practical activities, critical thinking, and professional writing.

## EDPI 341: Instruction in Inclusive Schools

**Course Description:** Developing, planning, implementing and evaluating effective learning programs for diverse learners, and consideration of their more general applicability. Adapting curriculum and instruction for learners with varying abilities, learning styles, and needs. Collaboration with students, families, and other educators (or stakeholders) in the instructional process. Application of adaptations at the classroom and school level for all students in inclusive schools.

The review committee recommended the use of the text titled *Differentiated Instructional Strategies-One Size Doesn't Fit All, Third Canadian Edition*, Gail H. Gregory and Carolyn Corwin, 2013 as an appropriate text for the course. There is a hard copy of the text for approximately \$40.00 and there is a digital form available. The text has many excellent suggestions and strategies for beginning teachers to develop their skills in differentiating instruction.

The following are key concepts that should be explored throughout the semester:

1. **The Ecosystem Approach:** (see work by Uri Bronfenbrenner)

<https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/>

a. Today's classrooms are inter-dependent systems with all students benefitting from and contributing to that system. The mutually influential systems (e.g., individual, family, school board and Ministry policy etc.) will be discussed with the aim of introducing theoretical frameworks and specific teaching and learning strategies that enable all students to thrive.

b. The history of inclusive education and its influence on current practices (early history, segregation and institutionalization, the grassroots movement of the 1960s, mainstreaming, integration, and inclusive education).

c. The changing role of the classroom teacher within the inclusive classroom model.

The article titled Responses to Questions Teachers and Administrators Frequently ask About Inclusive School Programs 14 Questions by James McLeskey and Nancy L. Waldron Kappan 1999. allows for an effective jig saw exercise for the class.

<https://www.jstor.org/stable/20405733>

d. The Quebec Education Program and implications for diverse learners. This will involve exploring the competencies, the philosophical roots of the current approach in Quebec, and the corresponding evaluations all with diverse learners in mind.

[www.education.gouv.qc.ca/.../special-education-issues-of-inclusion-and-integration-in](http://www.education.gouv.qc.ca/.../special-education-issues-of-inclusion-and-integration-in)

e. Universal Design for Learning (see CAST website for a primer:

<http://www.cast.org/udl/> ) as a foundation for curriculum development in the inclusive classroom.

**2. Response to Intervention (RTI):** Understanding the holistic nature of meeting student needs

- a. Guiding principles of RTI (see this website for a primer: <http://www.rti4success.org/>)
- b. The three tiers of RTI (<http://www.aleks.com/k12/rti>)
- c. Implications of the RTI model on school resources (technicians, teacher assistants, psychologists, special education resource teachers etc.)
- d. How would the RTI model work in Quebec? It is interesting to note that the RTI system is gaining in popularity in many Canadian School districts as an appropriate strategy to begin to evaluate, address and diagnose various learning difficulties that students may manifest in class.
  - I. Research based best practices in teaching and learning in context.
  - II. Universal screening – data collection (dibels [Dynamic Indicators of Basic Early Literacy Skills : UO DIBELS Data ...](#)  
<https://dibels.uoregon.edu/assessment/dibels> and other tools)
  - III. Curriculum based assessment – progress monitoring and dynamic assessment (e.g., Vygotsky, Feuerstein) and task analysis (e.g., Bloom’s revised taxonomy) to meet the diverse needs of students along the continuum of abilities.

**3. Understanding by Design:** a model for developing inclusive unit plans for all learners

- a. Know, Understand, Do (KUD) by Tomlinson Pdf and a brief 4 min. video (see: <http://www.diffcentral.com/examples/UnderstandingKUDs.pdf>)
  - b. Assessment – assessment for and of learning (ongoing and summative), authentic assessment, differentiated assessments (Choices, RAFT: <http://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments>)
  - c. Learning strategies – use of learning styles, multiple intelligences: <http://www.tecweb.org/styles/gardner.html>, choices, readiness, interest, affective domains etc.)
- Also use Strategies for Diverse Learners Nebraska pdf and Glossary of Educational Strategies both excellent sources for strategies.

**4. Differentiated Instruction** – Tier 1 – best practices for all learners

- a. The important role of school leadership in creating differentiated learning
- b. Differentiating process, product and content – overview
- c. Pre-assessment, entry points, ongoing assessment, tiered learning, learning styles, multiple intelligences
- d. Strategies for the inclusive classroom: collaborative learning, (e.g., tic tac toe choice boards, graphic organizers, compacting, cubing, literature circles etc.)
- e. Developing a differentiated unit plan using UbyD (see: <http://etec.cltt.ubc.ca/510wiki/>)

**5. Evidence based teaching and the emotionally supportive classroom**

- a. Creating the brain friendly classroom
- b. Research on the brain and learning  
Renate Nummela, Making Connections: Teaching and the Human Brain
- c. The emotionally safe class and strategies to enhance safety in the classroom
- d. Relaxed alertness (see interesting blog: <http://teachingwhatworks.blogspot.ca/2009/02/relaxed-alertness.html>)

In the previous handbook there was a section featuring Developing the Individualized Educational Plan (IEP). The review committee decided to move this topic to EDPI 309 Diverse Learners where emphasis on the IEP will be covered in detail. This should avoid the overlapping of content between the two courses.

**6. Managing the inclusive classroom: Teacher as facilitator**

- a. Active learning (see: <http://www.projectparticipate.org/handoutsforms.asp>)
- b. Effective strategies to manage diverse learners

**Evaluations:**

As this course is a mix of knowledge and practice regarding instruction in inclusive schools, the evaluations should reflect this approach. Thus, a mix of assessments that reflect knowledge and practical applications should be chosen. Examples from previous years include, but are not limited to: Differentiated instructional unit/lesson plan (e.g., adapt a regular lesson or unit plan for Tier 1, Tier 2, and Tier 3 students). Poster presentations of an inclusive strategy, Inclusion manifesto/vision statement, critical review paper, etc.

**Parents:**

As it is in a regular class setting where teachers might be the first professionals that contact parents to discuss a child's learning differences, discussion and readings in EDPI 341 should address appropriate ways to engage parents in their child's academic development. [Superduperinc.com](http://Superduperinc.com) is an excellent site that provides teachers and parents with many ideas and strategies to help with specific learning differences.

## EDPI 309: Diverse Learners

Course description: Inclusion debates; review of the evolution of the history of inclusive education; models of development (eco-systemic models); characteristics, teaching practices; teachers' roles in inclusive classrooms. Overview of characteristics, causes, needs, and teaching strategies for diverse and exceptional students, teaching and learning for differences in intellectual, emotional, behavioural, sensory, physical and learning domains found in effective inclusive classrooms. Working with families.

### Important notes:

Instructors should familiarize themselves with the new diagnostic criteria from the *Diagnostic and Statistical Manual of Mental Disorders- 5<sup>th</sup>.Edition (DSM-5)* published by the APA in 2013: <http://www.dsm5.org/Pages/Default.aspx> It is important to emphasize that it is not a teacher's function or responsibility to diagnose a learning difficulty. It is however their responsibility to alert parents and administration to concerns about a child's development. An educational/school psychologist or psychiatrist is trained to use the DSM in developing a diagnosis.

A textbook is generally chosen for this class and it is important to emphasize Canadian content. The Smith et al., *Teaching Students with Special Needs in Inclusive Settings, 4th Canadian Edition* is a good choice for the course. <http://catalogue.pearsoned.ca/educator/product/Teaching-Students-with-Special-Needs-in-Inclusive-Settings-Fourth-Canadian-Edition-withMyEducationLab-4E/9780205150748.page> >Multiple choice questions and answers are available from Pearson for the Smith text.

**The following are key concepts that should be explored throughout the semester for this advanced course:**

### 1. Brief Review of the material covered in EDPI 341

- a. The classroom as an ecosystem, history of inclusive education, the changing role of the classroom teacher and of support staff, QEP and inclusive education, RTI, UDL, differentiation etc. (See McKlesky, article referred to in EDPI 341)

### 2. The history of intelligence testing

- a. Traditional models of intelligence: Binet, Weschler, and standardized testing, normal distribution (see: <http://psychology.about.com/od/psychologicaltesting/a/inthistory.htm>)
- b. Influence of Gould, Gardner and Goleman on the changing perception of intelligence (see: <http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/>)

### 3. Developing the Individualized Education Plan (IEP)

- a. SMART goals (see: [http://www.lehigh.edu/~inhro/documents/SMART\\_GoalsHandout.pdf](http://www.lehigh.edu/~inhro/documents/SMART_GoalsHandout.pdf))
- b. Alignment between goals and strategies
- c. Effective strategies for specific learners. See strategies from EDPI 341
- d. Task analysis of curriculum suitable to readiness level of the student

- e. Writing the IEP (examples Sir Wilfrid Laurier School Board Quebec)  
[Frequently Asked Questions - Sir Wilfrid Laurier School Board](#)  
[www.swlauriersb.qc.ca/?page=about/faq](http://www.swlauriersb.qc.ca/?page=about/faq)

#### **4. Learning Disabilities**

- a. Broad definition of LD as well as specific deficits (e.g., central auditory processing, dyslexia, non-verbal learning disability, executive functioning) (see the Learning Disabilities Association of Quebec's website for more information on Quebec definitions: <http://www.ldaqmontreal.org/>)
- b. LD from child, teacher, and parent perspectives (from identification to intervention: what does the child experience, what does the teacher notice, what's the parental perspective) [Understanding Learning Disabilities](#)  
<https://www.edcan.ca/wp-content/uploads/EdCan-2004-v44-n1-Walcot-Gayda.pdf>
- c. Aetiologies
- d. Common characteristics and individual differences
- e. Current research/changes (e.g. movement away from the discrepancy model and a move towards a neurodiversity model) Thomas Armstrong [Neurodiversity: The Future of Special Education? – Educational Leadership ...](#)  
[www.ascd.org/.../educational.../Neurodiversity@-The-Future-of-Special-Education&a...](http://www.ascd.org/.../educational.../Neurodiversity@-The-Future-of-Special-Education&a...)
- f. Brief presentation of strategies See strategies from EDPI 341

#### **5. Emotional and behavioral challenges**

- a. Overview
- b. Emotional and behavioral challenges from child, teacher, and parent perspectives (from identification to intervention – what do the different stakeholders experience? How do/can their experiences inform practice?)
- c. Aetiologies
- d. Characteristics and individual differences
- e. Current research
- f. Brief presentation of strategies [25 Sure-Fire Strategies for Handling Difficult Students | Scholastic](#)  
<https://www.scholastic.com/teachers/.../teaching.../25-sure-fire-strategies-handling-diff...>

#### **6. Children with communication disorders**

- a. Overview
- b. Communication disorders from the child, teacher, and parent perspectives
- c. Aetiologies (see the Ontario Association's website: <http://www.oafccd.com/>)
- d. Characteristics and individual differences
- e. Current research
- f. Brief presentation of strategies [Montreal Oral School for the Deaf: Home](#)  
[www.montrealoralschool.com/](http://www.montrealoralschool.com/)

## 7. Autism spectrum disorders

- a. Overview [Ted Talk-Steve Silberman](#) explains growth in prevalence and introduces the concept of neurodiversity
- b. ASD from child, parent, and teacher perspectives
- c. Aetiologies
- d. Characteristics and individual differences
- e. Current research
- f. Brief presentations of classroom strategies (see Autism Central, a Canadian information sharing resource on ASDs:  
<http://www.autismcentral.ca/new/index.php/en/resources/local-andregional/montreal>)

## 8. Attention Deficit Disorder

- a. Overview
- b. ADD/ADHD from the child, parent, teacher perspective
- c. Aetiologies
- d. Current research
- e. Characteristics and individual differences
- f. Classroom strategies (see this website for Quebec resources:  
<http://www.attentiondeficit-info.com/adhd/association-adhd.php>)  
also [www.aqeta.qc.ca](http://www.aqeta.qc.ca))

## 9. Students with unique gifts and talents

- a. Overview with broadened perspective (e.g., multiple intelligences, etc.)
- b. Aetiologies (Quebec website for students with gifts:  
<http://www.hautpotentielquebec.org/>)
- c. Students with gifts and talents from child, teacher, and parent perspectives
- d. Current research
- e. Characteristics and individual differences
- f. Classroom strategies
  - I. Creativity and problem solving within a 21ST century model of teaching and learning, revised Bloom's taxonom  
[http://www.utar.edu.my/fegt/file/Revised\\_Blooms\\_Info.pdf](http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf)  
Edward deBono, [CoRT Thinking Online - The Authorised Source for CoRT. Teach ...](#)  
[www.cortthinking.com/](http://www.cortthinking.com/)
  - Sir Kenneth Robinson, [Ken Robinson: Do schools kill creativity? | TED Talk - TED Talks](#) [https://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity](https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity)



**10. Low incidence disabilities (e.g., fetal alcohol spectrum disorders, intellectual disability, Down syndrome, fragile X syndrome, physical disabilities, sensory disabilities, chronic medical issues)**

a. Overview (see the Quebec website of the umbrella disability organization:

<http://www.ophq.gouv.qc.ca/>)

[Rehabilitation program in specialized schools - MAB-MACKAY ...](http://mabmackay.ca/pages/41/Rehabilitation+program+in+specialized+schools)

[mabmackay.ca/pages/41/Rehabilitation+program+in+specialized+schools](http://mabmackay.ca/pages/41/Rehabilitation+program+in+specialized+schools)

b. Aetiologies

c. Low incidence disabilities from parent, child, and teacher perspectives

d. Current research

e. Characteristics and individual differences

f. Classroom strategies

**11. Students at risk**

a. Overview

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/adaptation\\_serv\\_compl/19-7065-A.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/19-7065-A.pdf)

b. Aetiologies (different risk factors such as parenting and divorce, poverty, second language, homelessness, etc.)

c. At risk status from parent, child, and teacher perspectives

d. Current research Carol Dweck [How to help every child fulfil their potential - RSA](#)

<https://www.thersa.org/.../rsa-animate/.../how-to-help-every-child-f...>

[Ted Talk Paul Tough,](#)

Also, [Angela Duckworth Grit Ted Talk](#)

e. Characteristics and individual differences

f. Classroom strategies <https://www.futurelearn.com > ... > Teaching for Success: Lessons and Teaching>

g. Youth Protection Quebec <http://www.cdpedj.qc.ca/en/home.asp>

**Evaluations:**

As this is an advanced class on diverse learners, the evaluations should be in line with demonstrating a deep understanding of diversity. Evaluations in past years included, but are not limited to professional presentations (e.g., choose one disability topic and describe the issues, aetiologies, and teaching strategies), (adapt a regular class to accommodate a child with a visual and/or a hearing difficulty), quizzes (M/C questions and answers available from Pearson for text book), case studies, and critical review papers.

**Transitions:**

In moving from elementary school to high school in Quebec it is important that the IEP for a child in Grade 5 and 6 indicates what type of high school program is recommended. The Work-Oriented Training Path is only available to students whose families have been made aware of their child's modifications and limitations as the WOTP leads to job training and work experience and not to CEGEP and University entrance.

[Work-Oriented Training Path - Ministère de l'Éducation et de l ...](#)

[www.education.gouv.qc.ca/en/work-oriented-training-path/](http://www.education.gouv.qc.ca/en/work-oriented-training-path/)

## **Montreal Area Special Schools**

The following URL's will feature some of the excellent special schools in the Montreal area that cater to families with children with special needs and also offer career opportunities for teachers and professionals.

**MacKay-MAB** [Rehabilitation program in specialized schools - MAB-MACKAY ...](#)

[mabmackay.ca/pages/41/Rehabilitation+program+in+specialized+schools](http://mabmackay.ca/pages/41/Rehabilitation+program+in+specialized+schools)

**Mackay Center School - EMSB**

[www.emsb.qc.ca/mackay/generalinformation.htm](http://www.emsb.qc.ca/mackay/generalinformation.htm)

**Montreal Oral School for the Deaf** [Montreal Oral School for the Deaf: Home](#)

[www.montrealoralschool.com](http://www.montrealoralschool.com)

**Peter Hall Schools** [École Peter Hall - Page principale / Peter Hall School - Main page](#)

[www.peterhall.qc.ca](http://www.peterhall.qc.ca)

**Summit School** [Summit School](#)

[www.summit-school.com/](http://www.summit-school.com/)

**Vanguard School** [Vanguard School](#)

[www.vanguardquebec.qc.ca/en.aspx](http://www.vanguardquebec.qc.ca/en.aspx)

**Yaldei School** [http://www.yaldei.org/index.php/yaldei-school\\_\\_trashed/](http://www.yaldei.org/index.php/yaldei-school__trashed/)