

## SPED 602 Inclusive Education for Students with Disabilities

### Assignment

**Observation of the practice of inclusion.** The purpose of this assignment is to observe what exactly inclusion looks like in Qatar in a school, for a particular student with a disability, or for an individual with a disability in a non-school setting. Your observation will occur over the course of at least six weeks, with at least a one-hour observation period each week. Questions guiding your observations might be the following. Where is the student being educated? What is being provided academically? Who is providing the education? What is happening socially with this student? How does the school implement Qatar's policies that emphasize inclusion? You will use ideas about inclusion and the treatment of individuals with disabilities in society as the framework for your observations. Your written report will not only describe what you will have observed but also your recommendations for changes in educational provision, using information from the course.

### Course Learning Outcomes

- List, describe, and recommend adaptations and modifications to promote inclusion of students with disabilities and other diverse needs.
- Describe how to observe, record and manage behaviors.
- Identify effective classroom management strategies.

Grade for this field assignment is based on: appropriateness of recommendations for adaptations and modifications based on descriptions of behaviors observed, use of research-based recommendations, descriptions of and data collected about behaviors observed, and quality of recommended classroom management strategies

## SPED 603 Advanced Applied Behavior Analysis

### Assignment

#### **Field-Based Activities**

Students are required to spend one hour per week (a total of 10 contact hours over 10 weeks) in a classroom setting. Various observation and data collection assignments will be gathered and analyzed.

### Course Learning Outcomes

- Write procedures for selecting, defining, and measuring applied behavior.
- Describe an intervention addressing, planning, replication, and evaluation of the effectiveness.

Grade for this field assignment is based on: quality of definitions of behaviors observed and measured, data collected, and appropriateness of research-based intervention selected to address the targeted behavior.

## SPED 607 Characteristics of Mild/Moderate Disabilities

### Assignment

## Observations

Two observations in two separate inclusive classrooms and post them on the course Blackboard site. Select an appropriate grade level that is different from your field internship. Use an anecdotal report for the first observation addressing physical, cognitive, social, cultural, and emotional development, and create a data collection sheet (e.g., Word, Excel) for the second observation. The second observation will involve a direct observational method. The student must describe a target behavior and record observation using a data collection sheet.

## Course Learning Outcomes

- Describe the historical, philosophical, and societal perspectives relevant to the education of learners with mild disabilities.
- Explain the concepts of FAPE, LRE, mainstreaming, social integration, and inclusion as they apply to student with high incidence disabilities.
- Describe the rights, responsibilities, and roles of parents, educators, students, and communities in meeting the needs of learners with high incidence disabilities.

Grade for this assignment is based on: application of ideas about special education and inclusion to understand and analyze observational data, quality of descriptions of roles of participants in providing education to students with high incidence disabilities

## SPED 611: Literary Assessment and Remediation

### Assignment

**Case study.** During the weeks of the class, you will observe literacy classes in both English and Arabic in two schools, an independent school and one designed to meet the needs of students with learning challenges. The information collected during such observations will provide material with which we will work in class to develop your skills in: identifying literacy difficulties, determining assessment procedures to collect additional information, developing goals and objectives to address particular needs, planning instructional approaches, and collecting evidence about the effectiveness of teaching efforts. For this assignment, you will submit what you have developed in each of these areas for one of the students you have observed in the second school.

## Course Learning Outcomes

- Design individualized education program plan goals and objectives to address the needs of a student with reading difficulties
- Design instruction for a student with reading difficulties using evidence-based practices
- Design evaluation of the effects of instruction for a student with reading difficulties

Grade for this assignment is based on: specificity of the statement of the student's strengths and needs based on the observations, consistency of the components of the educational plan relative to the student's needs, depth of analysis about the student using the theoretical and technical information from the course, quality of the instructional recommendations

## SPED 612 Motor Learning and Development

Assignment

**Observations.** Visit two facilities/schools for normal/typical development observation and prepare written reports of observations according to guidelines provided. Spend five hours at each setting. Present one observation in class.

Course Learning Outcomes

- Prepare instructional goals and behavioral objectives for a student with motoric or physical disabilities.
- Describe modifications and adaptations that support the development of motor, social, language, career, and functional academics and life skills for individuals with motoric or physical disabilities in the least restrictive environment.
- Identify approaches to life skills instruction to meet the independent, community, and personal living and employment needs individuals with motoric or physical disabilities.

Grade for this assignment is based on: quality of goals and objectives designed for observed students, quality of suggested research-based modifications and adaptations, quality of suggested approaches to transition preparation for observed students

FIELD EXPERIENCES FOR STUDENTS IN THE MILD/MODERATE TRACK

CRN	Course Name	Proposed F Hrs
SPED 602	Inclusive Education for Students with Disabilities	10
SPED 603	Advanced Applied Behavior Analysis	10
SPED 607	Characteristics of Mild/Moderate Disabilities	15
SPED 611	Literacy Assessment and Remediation	15
SPED 621	Internship: Mild/Moderate Disabilities	350

Program total = 400