

**SILVER LAKE COLLEGE**  
**MANITOWOC, WI. 54220**  
**DIVISION: PROFESSIONAL STUDIES**  
**DEPARTMENT: SPECIAL EDUCATION**  
*Educating Professionals for All Learners*

**Course #:** SED 589-001  
**Course Title:** Differentiated Instruction in Inclusive Classrooms for Learners with Autism & Other Disabilities  
**Credit:** 1 credit only  
**Term:** Fall 2008  
**Date/Time** November 12, 2008  
8:00 a.m.- 3:30 p.m.  
**Location:** Doubletree Hotel Dearborn  
5801 Southfield Freeway  
Detroit, MI 48228  
313-336-3340  
**Presenter:** Paula Kluth, Ph.D.  
**Instructor:** Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the Spectrum Training Systems, Inc. Workshop “Differentiated Instruction in Inclusive Classrooms for Learners with Autism and Other Disabilities.” If it is necessary to “withdraw” from this course after sending an official registration for credit to Silver Lake College, a formal “withdraw” from credit must be made no later than one (1) week after the workshop to be exempt from tuition penalties. Call (920-686-6157) if you need to withdraw from credit after official credit registration.

The cost PER CREDIT is \$175.00. Credit tuition cost is in addition to the workshop fee. Payment is due with the credit registration form.

**Nature of the Course:**

Participants, who choose to earn credit from Silver Lake College, will have the opportunity to extend the knowledge and skills gained in the workshop training “Differentiated Instruction in Inclusive Classrooms for Learners with Autism and Other Disabilities” in an independent and authentic application of theory to practice within his/her relevant educational and/or professional setting. Evaluation Criteria Checklists for written requirements outline the specific components and content which participants need to include for each requirement. It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit option requirements.

**Workshop Content Description:**

The focus of this workshop emphasizes planning instructional lessons for all in a diverse learning environment with specific strategies for modifying curricula and instruction for learners with autism and other disabilities. Participants will explore various active learning strategies, and strategies to create more relevant lessons and instructional materials which are more responsive to individual learner needs.

**Objectives of the course:**

Participants who choose to complete the independent and authentic application of theory to practice for one (1) graduate credit will demonstrate the following knowledge and skills related to learners on the autism spectrum and other developmental disabilities

**Graduate Credit Course Objectives**

1. Define the term “differentiated” instruction.
2. Identify characteristics of effective differentiated instruction practices.
3. List challenges teachers face when planning and implementing differentiated instructional strategies.
4. Describe characteristics of learners with Autism which can negatively or positively influence how the learner interacts with the school environment to meet the learning and behavior expectations.
5. Identify the benefits and challenges experienced by learners on the Autism Spectrum when participating in an inclusive classroom.
6. List and describe five (5) active learning structures that positively influence learner participation in the inclusive classroom.
7. List and describe effective strategies for modifying curricula and instruction to meet the individual learner needs.
8. Analyze, compare and contrast current best practice research on the use of differentiated instruction with learners on the Autism Spectrum and other disabilities.

## General Requirements

Attendance and participation in all sessions of the Spectrum Training Systems Inc workshop activities **is mandatory for earning the one-(1) credit.**

### General Directions for one (1)-credit option:

- It is the student's responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit requirements.
- Requirements #1 and #2 must be word processed/typed.
- Graduate quality work (e.g., critical analysis, synthesis, evaluation, and professional writing skill) is expected for all requirements.
- **An Evaluation Criteria Checklist for each requirement is found at the end of this syllabus.**
  - Use the Evaluation Checklist as a guide to the components and specific content which must be included for successful completion of each indicated requirement. "Check off" on the Evaluation Criteria Checklist each component to be sure that you have included it in your project before submission.
  - The content and information from the workshop and additional outside research on specific topics related to your project choices should be used as you prepare your requirements for submission.
  - Attach the correct Evaluation Criteria Checklist found at the end of this syllabus to each completed requirement prior to submitting for evaluation and feedback.

### One (1)-Credit Requirements

- Write a brief biographical sketch of your professional education, experience and current professional position.
- Complete Requirement #1
- Complete Requirement #2

**General Descriptions of Credit Requirements—Evaluation Criteria Checklist for each requirement is found at the end of this syllabus and contains more specific information.** Use the Evaluation Criteria Checklist to "Check off" each component to be sure that you have included it in your project before submission.

### Requirement #1– Key Concepts, New Learning & Application (Summary, synthesis, application) (100 points)

This requirement involves summarizing the key concepts addressed in the workshop. The content of the key concepts summary includes synthesis of workshop information, identification of new knowledge and skills or extension of knowledge and skills, and authentic application to relevant educational or professional setting. The outline below (a-c) delineates the topic headings for Requirement # 1.

**Please identify each section as indicated below:**

**PART A:** Summarize 8-10 key concepts (knowledge and skills) from the workshop.

**PART B:** Identify (in paragraph form) new knowledge and skills or the extension of prior knowledge and skills for each of the summarized key concepts in Part A.

**PART C:** Apply, analyze, evaluate the above new knowledge and skills or extension of prior knowledge and skills for each of the identified concepts to your educational and/or professional setting (i.e., how and/or when you can use the knowledge & skills, etc., usefulness of the knowledge and skills to you professionally (i.e., what information was most helpful, interesting, and why the knowledge and skills will be helpful to you. Be specific. Give examples.

### Requirement #2 Journal Article Critique (100 points)

- a. Read an article on the use of differentiated instruction in inclusive settings for learners with Autism Spectrum Disorders and other disabilities.
- b. Write a brief summary of the article (3-4 paragraphs).
- c. Critique the article using Evaluation Criteria Checklist Form.
- d. Give specific examples of how you can/will incorporate this knowledge and skills into program planning in your classroom or educational setting.

## Graduate Evaluation of Requirements

Grade	Percentage	PR/LL	Achievement
A	97% - 100%	PR 4/LL 4	Excellent
A/B	92% - 96%	PR 4/LL 4	Excellent
B	89% - 91%	PR 4/LL 3	Satisfactory
B/C	84% - 88%	PR 3/LL 3	Need for Improvement
C	80% - 83%	PR 3/LL 2	Unsatisfactory for Graduate Level
F	Below 80%	PR 2/LL 1-2	Unsatisfactory for Graduate Level

### Performance Rating (PR) - Level of Learning (LL)

<b>Use the following code to designate the OVERALL performance rating (PR) for each competency area:</b>
<b>4 - Proficient</b> - consistent application of knowledge, skill or disposition at this level.
<b>3 - Developing</b> - progress in the application of knowledge, skill or disposition at this level
<b>2 - Emerging</b> - limited application of knowledge, skill or disposition at this level
<b>1 - Not Present</b> - competency not addressed

Expected Level of Learning (ELL) for each competency	Expected Level of Disposition (ELD) (Professional Behavior)
<b>1-2 Knowledge Level:</b> Remembering an idea or fact <b>Comprehension Level:</b> Demonstrating an understanding of an idea or fact in a form close to the way it was presented	<b>1-2 Receiving Level:</b> Receiving new knowledge, skill or disposition <b>Responding Level:</b> Participation in and compliance with requirements
<b>2 Comprehension Level</b> <b>Application Level:</b> Applying the fact to a real or simulated situation	<b>2 Valuing Level:</b> Involvement in or commitment to new knowledge, skill or disposition
<b>3 Application Level</b> <b>Analysis Level:</b> Analyzing the parts, patterns or organization	<b>3 Organizing Level:</b> Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
<b>4 Synthesis Level:</b> Putting the parts together to form a whole; Combining information into patterns and structures <b>Evaluation Level:</b> Making judgments about the value of ideas, methods or materials with rationale for judgment	<b>4 Internalizing Level:</b> Internalizing new knowledge, skill, disposition so that it consistently characterizes thought and action

### Due Dates for Submission of Requirements:

Course requirements must be submitted according to the dates indicated in the table below. To facilitate authentic application of theory to practice, timelines for submission of the 2-credit requirement is extended.

Workshop Dates	1-credit Submission Date	2-credit Submission Date	Grades Available
November 12, 2008	December 12, 2008	Not Applicable	End March

1. A team of educators who represent varied expertise areas evaluate the credit requirements.
2. If you wish to have your completed requirements returned to you, enclose a self-addressed, pre-weighed and stamped envelope with your requirements and they will be returned to you with feedback.
3. Send via U. S. Postal Service, Federal Express, etc. completed requirements, with correct Evaluation Criteria Checklist form attached to:

**Sister Mary Karen Oudeans, Ph.D.**  
**Silver Lake College**  
**2406 S. Alverno Road**  
**Manitowoc, WI 54220**

4. Requirements must be received at Silver Lake College by the indicated due date.
5. Grades will be available online; Campus Web access information will be mailed to you.
6. Request and application form for an "official" academic transcript for this course is available at <http://www.sl.edu/Resources/requestfortranscript.pdf>

Questions should be directed to Sister Mary Karen Oudeans, Ph.D. (920-686-6157 or 1-800-236-4SLC Ext. 157).

**Evaluation Criteria Checklist**  
**Requirement #1: Key Concepts, New Learning & Application**  
**Differentiated Instruction in Inclusive Classrooms for Learners with Autism & Other Disabilities**  
**November 12, 2008**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion	Points
<b>General Information</b>	None
<input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	
<b>PART A Key Concepts</b>	_____/30
<input type="checkbox"/> Summarized 8-10 key concepts from workshop topics <input type="checkbox"/> Concepts corresponded with Objectives on syllabus <b>Comments:</b>	
<b>PART B New or Extended Knowledge &amp; Skills</b>	_____/25
<b>Evidence of:</b> <input type="checkbox"/> New or extended knowledge & skills identified for <u>each</u> concept identified in PART A <input type="checkbox"/> Linkages between new/extended knowledge & skills and <u>each</u> concept identified in PART A <b>Comments:</b>	
<b>PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge &amp; Skills to Professional Roles and Responsibilities</b>	_____/30
<b>Evidence of:</b> <input type="checkbox"/> Critical analysis statements for <u>each</u> of the key concepts regarding new/extended knowledge & skills (e.g., compared, contrasted workshop information with other sources, prior knowledge, experience, etc.) <input type="checkbox"/> Evaluative statements regarding application, usefulness, etc. of the new/extended knowledge & skills <input type="checkbox"/> Personal/professional growth statements regarding new/extended knowledge & skills <input type="checkbox"/> Gave specific examples of application and usefulness to educational or relevant professional setting <input type="checkbox"/> Evidence of critical thinking (e.g., synthesis, analysis, and evaluation statements) <b>Comments:</b>	
<b>Professional Format (Overall)</b>	_____/15
<input type="checkbox"/> Correct grammatical structure <input type="checkbox"/> Accurate punctuation, spelling <input type="checkbox"/> Introduction, main ideas, supporting details, transition <input type="checkbox"/> Clear summary and evaluative statements <input type="checkbox"/> Conclusion statements <input type="checkbox"/> Graduate quality professional writing <b>Comments:</b>	
<b>Total Points</b>	_____/100

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement #2: Journal Article Analysis & Critique**  
**Differentiated Instruction in Inclusive Classrooms for Learners with Autism & Other Disabilities**  
**November 12, 2008**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion Checklist	Points
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**Reference/s & Bibliographic Information**

- Followed American Psychological Association format (APA) \_\_\_\_\_/5  
<http://www.wisc.edu/writetest/Handbook/DocAPA.html>
  - Complete citation
  - Accurate

**Comments:**

**Content Summary** \_\_\_\_\_/30

- Addressed topics of workshop
- Summarized main idea/s which described the article content, methods, strategy, etc

**Comments:**

**Critical Analysis, Synthesis, and Evaluation** \_\_\_\_\_/45

- Provided critical analysis and evaluative statements—such as--
  - Comparing/contrasting points in article with information from workshop, professional experience, etc. (e.g., varying perspectives concerning content, application, conclusions, etc.)
  - Describing strong/weak points of the article
  - Identifying and describing cautions, concerns, and benefits of information.
- Integrated concepts from workshop, professional experience, etc.
- Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting
- Gave specific examples of application and implementation
- Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique.

**Comments:**

**Professional Quality** \_\_\_\_\_/20

**Evidence of overall professional quality:**

- Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)
- Correct grammatical structure, punctuation, spelling, etc.
- Graduate quality professional writing
- Neatness

**Comments:**

**Total Points** \_\_\_\_\_/100

**General Comments:**