SPED 339
Designing Classrooms in Responsive Learning Communities
Western Carolina University

Montego Bay October 2020

COURSE DESCRIPTION
Overview of exceptional children; emphasis on methods and materials for integrating students into general classrooms.

CONTACT INFORMATION
Instructor: Dr. Adrienne Stuckey
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Education Librarian:
> Beth McDonough, 125 Hunter Library, bmcdono@wcu.edu
> Website: http://researchguides.wcu.edu/education

WCU Information Technology (IT) Support:
> https://ithelp.wcu.edu/en-us
> Hours of Operation: https://ithelp.wcu.edu/en-us/article/1306973

COURSE MATERIALS

Computers. Students will use personal computers, with access to the Internet, for this course.

Blackboard. This course will use a Blackboard course site. Features used include modules to access course content and receive announcements from the instructor. Teacher candidates will use Blackboard to submit assignments, receive feedback from the instructor, and monitor their grades. Blackboard, can be found at http://wcu.blackboard.com. Additional help with Blackboard can be found at help.wcu.edu or (828) 227-7487.

Textbook. There will not be a textbook to purchase for this course. Instead, students will use the Internet to access and download scholarly articles through the WCU Hunter Library. To access these items, you will need to be able to log in with your WCU credentials. You will not be required to print the articles, but you must be able to download them so you can read them using your computer (or you may print them if you wish). See Appendix C for the list.

COURSE OBJECTIVES
See Appendix C

CONCEPTUAL FRAMEWORK

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course incorporates all of the basic components of the conceptual framework. The goals of the course are:

- *understanding the concepts associated with differentiated instruction*
- *understanding how various mild/moderate disabilities can be accommodated in the regular classroom*

JAMAICAN RELEVANCY

Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

DIVERSITY STATEMENT

The professional education unit at Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.

Assignments and Grading

1. **Pre-Course Assignment: Personalized List of Article Readings** For their first assignment, students will submit their selected list of article readings (see p. 1 and Appendix C).

2. **Article Reading Responses** Students will fully read each selected article and submit 10 separate, one-full-page reflection responses (one for each article). They may write in paragraph form, provides notes taken in outline form, create/use a graphic organizer to represent their responses or respond to the reading in some other way, using one full page. Each one-page response should include: 1) their reaction to the article (pro's/con's, relevancy to Jamaican classrooms), and 2) how the information presented could be incorporated into a Jamaican classroom (including ways to address identified difficulties of use in a Jamaican classroom).

3. **Article Synthesis Project** After reading all 10 articles and submitting responses for all of them, students will reflect on them as a group to identify important themes about (1) disability, (2) culture/families, (3) differentiation, and (4) classroom management. Then they will create a 4-page project, with one full page for each topic. Like the reading responses, the students may use each page however they wish. The important thing is to think about the articles together, and all 10 articles will be listed on a reference page.

4. **Interview:** Arrange to interview the parent and/or child with a disability and reflect on their educational history or experiences and how they have been assisted during the educational process by the school. Write a reflective paper (3 pages minimum) on what you will do as a future educator to meet the educational needs of students with disabilities and families based on the information provided in the interview. Include in your paper the questions and responses (verbatim) asked during the interview.

5. **Online Iris Center Modules** Homework modules will be assigned from the Iris Center Website from Vanderbilt University: https://iris.peabody.vanderbilt.edu/

6. **Skills Portfolio (Case Study)** A case study portfolio assignment will consist of mini-assignments related to teaching students with disabilities.

7. **Course Evaluation** A course evaluation link will be provided as a required assignment in the course.

8. **Post-Class Assignment (**Either the **In-Service Workshop Module** or **Strategy Instruction)**

CHOICE 1

In-Service Workshop Module: Develop a workshop training module that would be appropriate for you to use to teach your school colleagues, parents, or school administrators about meeting the needs of students with disabilities. **You do not need to teach the workshop; just prepare all the parts of it.** Follow the format below:

A. **Introduction**
   a. Overview of contents
   b. Rationale as to importance
B. **Objectives: What the participants will learn**
C. **Core Presentation**
   a. Outline of presentation (use Roman numerals, letters, etc.)
   b. Activities: Narrative description of activity or activities you develop for this training session.
D. **Assessment of workshop**
   a. Design a likert-type questionnaire for participants to rate the presentation
E. **Appendix**
   a. Copies of slides used in the presentation
   b. Examples of handouts provided to participants

OR

CHOICE 2

Strategy Implementation: Implement 5 academic or behavioral strategies provided in class lectures or your readings into your classroom situation. Identify the strategy used, rationale for use of the strategy, outcome, and reflection of the process (1 full page per strategy).

Grading Information

Assignments	Points	Course Objective(s)
Personalized List of Article Readings	5	all
Article Reading Responses (10 @ 4 points each)	40	all
Article Synthesis Project	10	all
Interview	10	B2, C3, A5, B1
Skills Portfolio (Case Study)	12	B1, B2, B3, D1, D2, D3
Online Iris Center Modules (2 @ 4 points each)	8	C3, A2, A3, A4, A6
Post-Class Assignment	15	
Course Evaluation	--	No points but completion is required
Total	**100**	

Grading Scale

93-100 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	Below 60 = F

Note: Failure to complete the post-class assignment will lower you grade one letter grade regardless of your previous point total.

Course Policies and Requirements

WRITTEN/ORAL COMMUNICATION REQUIREMENTS

Students will be required to utilize Standard English in all written and oral communication within the course. This includes written papers and projects as well as oral presentations and discussion in class. Emphasis on the proper use of Standard English will be a common thread across all courses in the program and will be evaluated using a common rubric. This evaluation is part of the course assessment and final grade. Further, all written work must include a reference page where applicable and must demonstrate the proper use of APA style.

Remediation is available in instances of consistent difficulties with Standard English.

TECHNOLOGY REQUIREMENTS

The course is a face-to-face course supplemented by the Blackboard Learning Management System. Students will use the tools within Blackboard including, but not limited to, Mail, Web Links, and My Grades. Students will have access to the resources placed on the class in Blackboard and additional electronic modalities as applicable. They will also create documents using MS Office software.

BRAINFUSE

BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx

CLINICAL OR FIELD EXPERIENCE COMPONENT

None

ACCOMMODATIONS FOR STUDENTS WITH DISABIITIES

Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services. The letter received from Student Support Services should be presented as documentation to the instructor as early in the course as possible.

ACADEMIC INTEGRITY POLICY

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

    A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

    B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.

    C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

    D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or

attempting to   help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The full University Academic Integrity Policy is located at:
http://catalog.wcu.edu/content.php?catoid=20&navoid=346#honestypolicy.

CODE OF STUDENT CONDUCT
Western Carolina University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The University Code of Student Conduct Policy is located at:
http://www.wcu.edu/24861.asp.

COURSE EVALUATION
Students are expected to complete the anonymous Student Assessment of Instruction (SAI) at the end of the course. This data provides important feedback to the instructor regarding the relevancy of this course to Jamaican teachers and facilitates the ongoing improvement of instruction in the WCU- Jamaican programme. The link for the evaluation will be included in the Blackboard site for this course; however, the course evaluation link is the following:
https://wcu.az1.qualtrics.com/jfe/form/SV_eqSA1u1TAst2Cvr

Updates to This Syllabus
This syllabus, along with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

Day of the Week	Date	Assignment Due by 11:59pm (submit in Blackboard)	Optional Video Class Session (See APPENDIX A.1 for Link)
Sunday (before the beginning of the course)	October 4	1. Pre-Course Assignment: Personalized List of Article Readings	none
Monday	October 5	none	none
Tuesday	October 6	none	Introductions; Answer Questions about the Course 5pm-6pm, Jamaica Time
Wednesday	October 7	none	Lecture: Features of Explicit Instruction; PASS/SCREAM Variables 6pm-7pm, Jamaica Time
Thursday	October 8	none	Lecture: Forms of Behavior Observation 5pm-6pm, Jamaica Time
Sunday	October 11	2. First Half of Article Reading Responses (first 5) 3. Online Iris Module: Severe Behavior Cycle	none
Monday	October 12	none	Lecture: Differentiated Instruction 6pm-7pm, Jamaica Time
Tuesday	October 13	4. Online Iris Module: Differentiation	none
Wednesday	October 14	none	Closing: Answer Questions about the Remaining Tasks 5pm-6pm, Jamaica Time
Thursday	October 15	none	none
Sunday	October 18	5. Interview Assignment 6. Second Half of Article Reading Responses (last 5)	none
Sunday	October 25	7. Skills Portfolio (Case Study) 8. Course Evaluation	none
Wednesday	October 28	9. Post-Class Assignment	

APPENDIX A.1

Link to Optional Video Class Sessions

Zoom Call:
Meeting ID: 920 6420 9268
By Computer:
https://wcu.zoom.us/j/92064209268
By Phone:
877 369 0926 US Toll-free OR
Find your local number: https://wcu.zoom.us/u/adtM8syZHQ

You will enter a "Waiting Room" and be admitted by Dr. Stuckey.

APPENDIX A.2

Scheduled Office Hours

(Available for Talking One-on-One with Dr. Stuckey if Needed)

Zoom Call:
Meeting ID: 920 6420 9268
By Computer:
https://wcu.zoom.us/j/92064209268
By Phone:
877 369 0926 US Toll-free OR
Find your local number: https://wcu.zoom.us/u/adtM8syZHQ

You will enter a "Waiting Room" and be admitted by Dr. Stuckey.
If someone else is talking to her, you may need to wait a few moments.

| Day	Date	Time
Wednesday	October 7	5:15-5:45 pm, Jamaica Time (before our scheduled class session)
Thursday	October 8	4:15-4:45 pm, Jamaica Time (before our scheduled class session)
Monday	October 12	5:15-5:45 pm, Jamaica Time (before our scheduled class session)
Wednesday	October 14	4:15-4:45 pm, Jamaica Time (before our scheduled class session)
Monday	October 19	5:15-5:45 pm, Jamaica Time
Monday	October 26	4:15-4:45 pm, Jamaica Time

APPENDIX B – How to Request an Appointment with Dr. Stuckey

Here's how to view faculty calendars and make calendar invitations to ask them to meet with you:

1. Go into your Outlook email through the WCU website. At the bottom left corner, click on the calendar icon to open the calendar. It's in blue in this snip at the right:
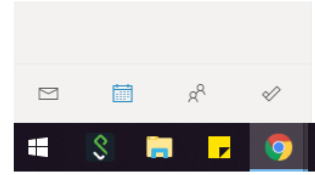
2. Click on a time you want to check on. Then an event creation box pops up. Click on the "more options" link at the bottom right corner of the box:
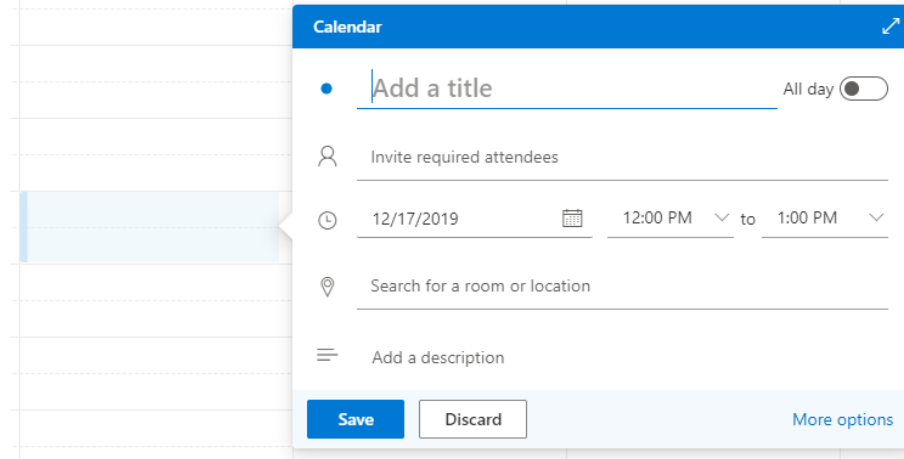
3. Title the event. In the spot where it says, "invite attendees," type your person's name to pull up their email address and see their availability. The example below shows that Dr. Barron, the person I'm trying to schedule with, and I are both available on a random day in December. She has something on her calendar that morning and night that's blocked off in pink/red. Keep changing dates and times until you and the other person are both available. Then write an explanation in the Description box at the bottom, and click SEND. It will put the event on your Outlook calendar and then send the other person an email that allows them to accept or decline the invitation. If they decline, they can suggest another time or you can start over.
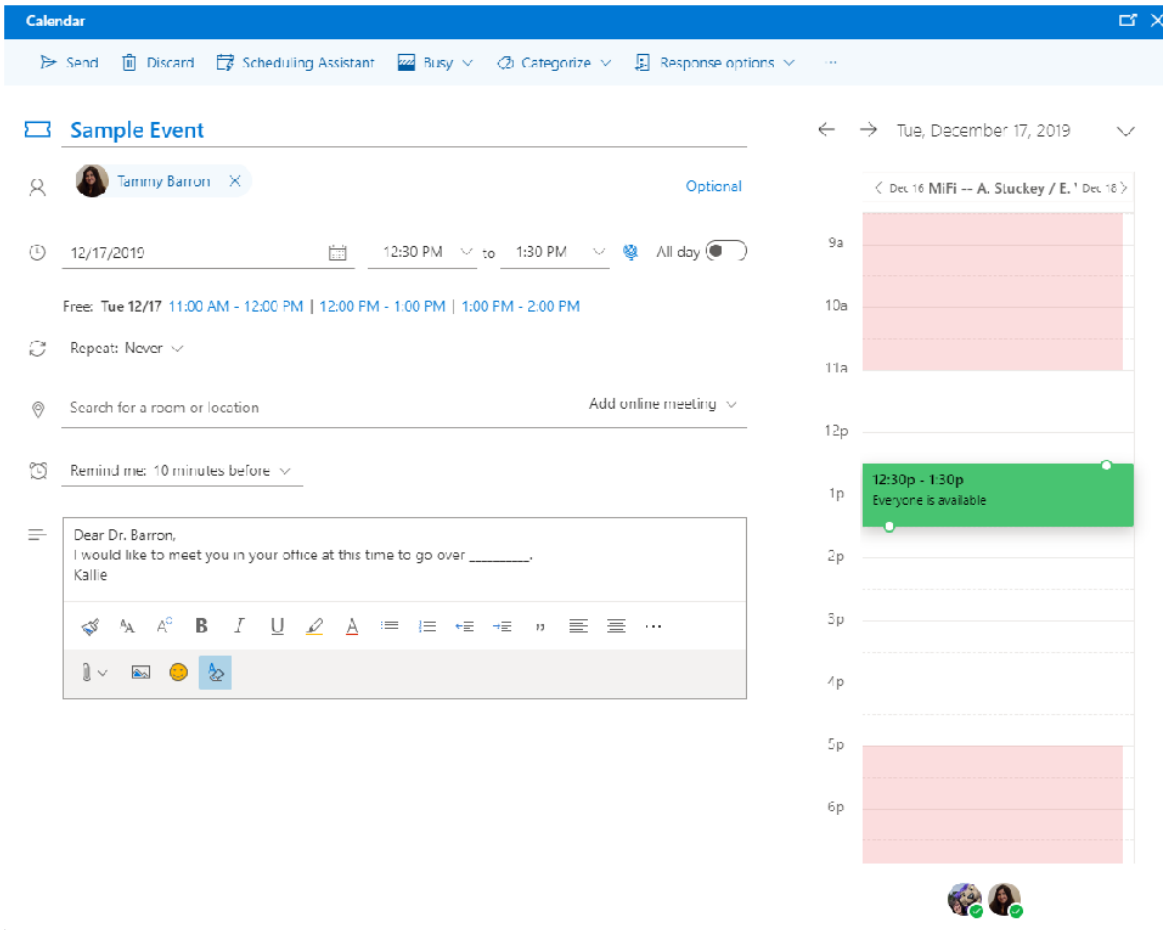
APPENDIX C

Course Readings with Connections to Course Aims and Objectives

Each teacher will SELECT 10 of the articles listed below to create a personalized reading list for the course. This should consist of:

4 articles from Section A
2 articles from Section B
2 articles from Section C
2 articles from Section D

SECTION A (Choose 4)

Teacher candidates understand the similarities and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals and use that understanding to inform their teaching practices.

Objectives 1 & 2 will be addressed through lecture materials, Internet exploration, and journal-writing during the course:
1. Describe legislation relating to individuals with disabilities
2. Reflect on their own philosophies about the individual needs of students

The remaining objectives will be addressed through personal reading lists.

3. Identify the characteristics and needs of exceptional learners

Cox, P. R., & Dykes, M. K. (2001). Effective classroom adaptations for students with visual impairments. TEACHING Exceptional Children, 33(6), 68–74.
Retrieve this article from:
https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ629494&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Howell, J. J., & Gengel, S. (2005). Perspectives of effective teachers of students with low-incidence disabilities. TEACHING Exceptional Children Plus, 1(4).
Retrieve this article from:
https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ966520&site=ehost-live&scope=site (in the middle of the page, click on the link provided where it says "Full Text From ERIC Available Online">> on the new page that opens up, click on "Download Full Text" on the right side menu)

Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K. R., & Frost, S. J. (2019). The neurobiology of dyslexia. TEACHING Exceptional Children, 51(3), 175–188.

>   Retrieve this article from:
>
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1203803&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Luckner, J. L., Slike, S. B., & Johnson, H. (2012). Helping Students Who Are Deaf or Hard of Hearing Succeed. Teaching Exceptional Children, 44(4), 58–67.

>   Retrieve this article from:
>
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=72081581&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Meadan, H., Ostrosky, M. M., Triplett, B., Michna, A., & Fettig, A. (2011). Using Visual Supports with Young Children with Autism Spectrum Disorder. TEACHING Exceptional Children, 43(6), 28–35.

>   Retrieve this article from:
>
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ931921&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Patton, B., Jolivette, K., & Ramsey, M. (2006). Students with Emotional and Behavioral Disorders "Can" Manage Their Own Behavior. TEACHING Exceptional Children, 39(2), 14–21.

>   Retrieve this article from:
>
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ902016&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Thorburn, M. J. (2008). Comparative policy brief: Status of intellectual disabilities in Jamaica. Journal of Policy and Practice in Intellectual Disabilities, 5(2), 125–128.

>   Retrieve this article from:
>
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2008-07522-009&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Wakeman, S., Karvonen, M., & Ahumada, A. (2013). Changing Instruction to Increase Achievement for Students With Moderate to Severe Intellectual Disabilities. Teaching Exceptional Children, 46(2), 6–13.

>   Retrieve this article from:
>
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=trh&AN=91639178&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

4. Develop effective teaching strategies for all students, including those with disabilities

Tobin, R. (2007). Interactions and Practices to Enhance the Inclusion Experience. TEACHING Exceptional Children Plus, 3(5).
>   Retrieve this article from:
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ967457&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Schoger, K. D. (2006). Reverse Inclusion: Providing Peer Social Interaction Opportunities to Students Placed in Self-Contained Special Education Classrooms. TEACHING Exceptional Children Plus, 2(6).
>   Retrieve this article from:
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ967111&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Hume, K., Sreckovic, M., Snyder, K., & Carnahan, C. R. (2014). Smooth transitions: Helping students with autism spectrum disorder navigate the school day. TEACHING Exceptional Children, 47(1), 35–45.
>   Retrieve this article from:
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1058829&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Garrick Duhaney, L. M. (2003). A Practical Approach to Managing the Behaviors of Students with ADD. Intervention in School & Clinic, 38(5), 267.
>   Retrieve this article from:
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9513553&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

2. Develop classroom accommodations for students with disabilities

VanSciver, J. H., & Conover, V. A. (2009). Making Accommodations Work for Students in the Special Education Setting. TEACHING Exceptional Children Plus, 6(2).
>   Retrieve this article from:
>>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ875426&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Guiding Principles for Appropriate Adaptations and Accommodations. (2005). Teaching Exceptional Children, 38(1), 53–54.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=fgh&AN=18367493&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

SECTION B (Choose 2)

Teacher candidates identify, analyze, and know how to apply differentiated instructional strategies.

1. Differentiate instruction to meet the needs of all students in the classroom

Stanford, B., & Reeves, S. (2009). Making It Happen: Using Differentiated Instruction, Retrofit Framework, and Universal Design for Learning. Teaching Exceptional Children Plus, 5(6), 1–9.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=44395538&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text)

Blackman, S. (2010). "Who I work with is important: Dyslexic students" narratives about the benefits of grouping for instruction in Caribbean classrooms. Support for Learning, 25(1), 4–10.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-02224-002&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Servilio, K. L. (2009). You Get to Choose! Motivating Students to Read Through Differentiated Instruction. Teaching Exceptional Children Plus, 5(5), 2–11.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=42526086&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A Framework for Differentiating Classroom Instruction. Preventing School Failure, 52(2), 31–47.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508023789&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

SECTION C (Choose 2)

Teacher candidates will know and understand strategies for responsive teaching.

1. Collaborate in problem-solving activities and curriculum planning for diverse learners

Montgomery, D. J. (2005). Communicating Without Harm: Strategies to Enhance Parent-Teacher Communication. Teaching Exceptional Children, 37(5), 50–55.
>   Retrieve this article from:
>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=507798182&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Thompson, J. R., Meadan, H., Fansler, K. W., Alber, S. B., & Balogh, P. A. (2007). Family assessment portfolios: A new way to jumpstart family/school collaboration. TEACHING Exceptional Children, 39(6), 19–25.
>   Retrieve this article from:
>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ896600&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Carter, E. W., Owens, L., Swedeen, B., Trainor, A. A., Thompson, C., Ditchman, N., & Cole, O. (2009). Conversations that Matter: Engaging Communities to Expand Employment Opportunities for Youth with Disabilities. TEACHING Exceptional Children, 41(6), 38–46.
>   Retrieve this article from:
>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ844261&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

2. Analyze the issues surrounding the labeling and stereotyping of students

Smith-D'Arezzo, W. M., & Moore-Thomas, C. (2010). Children's Perceptions of Peers with Disabilities. Teaching Exceptional Children Plus, 6(3), 1–16.
>   Retrieve this article from:
>   https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=51428566&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

SECTION D (Choose 2)

Teacher candidates will understand and apply strategies for responsive classroom management.

1. Develop classroom strategies for creating a classroom community

Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-Group Response Strategies to Promote Student Engagement in Inclusive Classrooms. TEACHING Exceptional Children, 48(5), 243–249.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1101326&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

2. Critique and reflect upon in-class behaviors of teachers that either promote or inhibit instruction of students with disabilities in inclusive classrooms

Downey, J. A. (2008). Recommendations for Fostering Educational Resilience in the Classroom. Preventing School Failure, 53(1), 56–64.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508007040&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

3. Utilize strategies that promote learning and social acceptance in the classroom, and
4. Develop strategies that enhance motivation and self-esteem in students

Rafferty, L. A. (2010). Step-by-Step: Teaching Students to Self-Monitor. Teaching Exceptional Children, 43(2), 50–58.
> Retrieve this article from:
>> https://login.proxy195.nclive.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508191415&site=ehost-live&scope=site (on the left side of the page, click on "PDF Full Text")

Schoenfeld, N. A., Rutherford, R. B., Jr, Gable, R. A., & Rock, M. L. (2008). ENGAGE: A Blueprint for Incorporating Social Skills Training Into Daily Academic Instruction. Preventing School Failure, 52(3), 17–27.
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