Lewis & Clark College
Graduate School of Education and Counseling

SPED 505-01
Teaching Students with Exceptionalities in Inclusive School Settings
Fall 2026 |Credit 1

Name: Meghan O'Dell-Ream
Phone: (503) 484-3074
E-mail: meghano@lclark.edu
Office Hours: By appointment only
Course Meeting Dates/Times:

- Th 5:00 PM - 8:00 PM: 11/5/2026 - 11/5/2026
- T 5:00 PM - 8:00 PM: 11/10/2026 - 11/17/2026
- T 5:00 PM - 8:00 PM: 12/1/2026 - 12/8/2026

York Graduate Center, 115 Lecture

Catalog Description

Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed on Special Education law and providing relevant information for the development of individualized education plans (IEPs).

Course Goals

Teacher candidates in the class will:

- Explore multiple exceptionalities and their effects on academic performance and behavior;
- Demonstrate the ability to gather and understand necessary information from the IEP document including the Present Level, Accommodations, Types of Diplomas, and Goals;
- Demonstrate the ability to provide appropriate information to an IEP team that contributes to the development of the student's Present Levels of Academic and Behavioral Performance, goals, and accommodations;
- Create assignments, activities, and lessons based on the Common Core State Standards, the principles of Universal Design for Learning, and IEP goals and objectives.

Instructional Materials

(excerpts) Bryant,D., Bryant, B., and & Smith, D. (2017). Teaching students with special needs in inclusive classrooms.

(excerpts) Kircher-Morris, E. (2021). *Teaching Twice-Exceptional Learners in Today's Classroom*. Free Spirit Publishing.

(excerpts) Kircher-Morris, E., & Morin, A. (2025). *Neurodiversity-Affirming Schools*. Free

Spirit Publishing.

(excerpts) Minahan, J., & Rappaport, N. (2020). *The Behavior Code*. Harvard Education Press.

The Iris Center

Assignments

1. Class participation: small group, large group, silent discussion, exit tickets… (formative)
2. Reading assignments from instructional materials with reflections (formative)
3. Student accommodations/modifications chart (summative)
4. Student support team interview and reflection (formative)
5. Inquiry journal (summative)
6. ADAPT project (formative)

Evaluation Criteria for determining grades

- Summative assessments (50% of your grade)
- On-going/formative assessments (50% of your grade)

A: Assignments all reflect thoughtful reading of texts, careful analysis, and synthesis of ideas. Ideas are conveyed clearly and supported with references to assigned and other relevant readings. Written assignments are carefully revised and proofread for strong organization, as well as correct spelling, grammar, and syntax. All components of all assignments are complete and turned in on time. Candidates who earn an A participate actively in class discussions, bringing ideas from both theory and practice to the conversation, and listening carefully to others. They attend all class sessions prepared to discuss the topics at hand and it is apparent that they have completed and reflected on required readings.

B: All work is complete but may not reflect careful revision and/or proofreading leading to inadequate organization, and minor grammatical or spelling errors. Analysis and synthesis of ideas is superficial, and ideas may not be conveyed or argued clearly or thoroughly. Candidates who earn a B participate sporadically in class discussions, or dominate discussions and don't listen well to others. They are absent from more than one or two class sessions. One or more assignments are late.

C: Assignments are incomplete and/or assignments are regularly not turned in on time. Assignments demonstrate little or no synthesis or analysis of texts, and are sloppy with poor organization and multiple spelling and grammatical errors. Candidates who earn a C have missed several class sessions, rarely participate in class discussions, and frequently come to class unprepared to discuss readings or participate in class activities.

Note: To earn credit for the course you must earn a grade of B- or higher.

Standing Make-Up Assignment: Our community is stronger when each member is present – in short, we miss you when you are not here! Here are the instructions for how to catch up with

us. First, create a document that you will turn in via email to the instructor within a week of the class you missed where you …

- Review the slides for this week: What did you notice? What did you learn?
- Do all the activities included in the slides; include your responses in the write up. Interview a peer about the class: What were the takeaways?

Course Calendar and Assignments **Please note-the purpose of this class is to support you and your growth as a general education teacher providing inclusive instruction. I will be adjusting class agendas to accommodate your learning needs and the standards required from the program**

Date	Before Class	Class Agenda	Teacher Candidates will…
11/5/2026 5:00 pm -8:00 pm	Google Form (survey) Bring your questions and curiosity!	Welcome! ● What do you already know and what do you hope to learn? What is special education? ● brief history and background ● disability & dismantling ableism How is special education determined? ● referral & eligibility process ● Special education team members ● disability categories What is behavior? ● behavior and SPED	Explore multiple exceptionalities and their effects on academic performance and behavior Understand the implementations of common accommodations and will adjust instruction based on the specific needs of students in their classrooms

11/10/2026 5:00 pm -8:00 pm	1. **Read** *The Behavior Code* chapter 1 "Breaking the Code" 2. **Complete** a 3-2-1 chart for chapter 1 of *The Behavior Code* 3. **Complete** Inquiry Journal #1	Check-in: how are your practicums going? ● Rose, Bud, Thorn Discussion: *The Behavior Code* chapter 1 "Breaking the Code" What are ways General Education and Special Education collaborate? ● Tiered intervention systems ● support teams ● work samples ● intervention tracking What's the difference between an accommodation and a modification? ● accommodation ● modification ● IEP ● 504 ● types of diplomas	Demonstrate the ability to gather and understand necessary information from the IEP document including the Present Level, Accommodations, Types of Diplomas and Goals Demonstrate the ability to provide appropriate information to an IEP team that contributes to the development of the student's Present Levels of Academic and Behavior Performance, goals, and accommodations
11/17/2026 5:00 pm -8:00 pm	1. **Complete** student support team interview and reflection Inquiry Journal #2 2. **Read** *Strategies for Teaching Learners with Special Needs* chapter 1 Special Education: An Introduction to Teaching Students with Special Needs 3. **Complete** a "1	Check-in: how are your practicums going? ● Rose, Bud, Thorn What are the different eligibility categories for qualifying for special education? ● category jigsaw How do you read an IEP as a general education teacher? ● present Levels ● goals ● objectives ● least restrictive	Explore multiple exceptionalities and their effects on academic performance and behavior Understand the implementations of common accommodations and will adjust instruction based on the specific needs of students in their classrooms

	Pager" for *Strategies for Teaching Learners with Special Needs* chapter 1	environment How do different districts share IEP/504 information? How to organize the needs of all students in your class? ● student accommodations/ modifications chart ● ADAPT	
12/1/2026 5:00 pm -8:00 pm	1. **Read** an IEP with your mentor teacher in a class you will take over 2. **Complete** Inquiry Journal #3 (IEP reflection questions) 2. **Complete "**Class Considerations Spreadsheet" 3. **Bring** a lesson either you will teach or your mentor will teach	Check-in: what are you noticing about your students? What are the different types of Oregon diplomas? Review: Accommodations vs Modification ● 13 eligibility categories ● Accommodations & modifications How to organize the needs of all students in your class? ● student accommodations/ modifications chart ● ADAPT How can you use ADAPT? ● Read IEPs ● Identify ADAPT based on a standard/ learning target	Explore multiple exceptionalities and their effects on academic performance and behavior Demonstrate the ability to gather and understand necessary information from the IEP document including the Present Level, Accommodations, Types of Diplomas and Goals Create assignments, activities, and lessons based on the Common Core State Standards, the principles of Universal Design for Learning, and IEP goals and objectives.

		Work time: ● Complete ADAPT chart ● Add UDL, accommodations, and/or modifications	
12/8/2026 5:00 pm -8:00 pm	1. **Read** *Strategies for Teaching Learners with Special Needs* pages 4-8, 18-28 2. **Complete** a 3-2-1 chart for the reading 3. ADAPT final project due	Check-in: which UDL methods do you see used? Discussion:*Strategies for Teaching Learners with Special Needs* Dismantling Ableism ● How do inclusion and neurodiversity-affirming classrooms differ? ● What are the impacts of ableism and internalized ableism? ● How can co-teaching help you support neurodivergent students? ***Possible education lawyer guest speaker***	Understand the implementations of common accommodations and will adjust instruction based on the specific needs of students in their classrooms Understand the implementations of common accommodations and will adjust instruction based on the specific needs of students in their classrooms

GSEC & Class Policies

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct:
- go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

Safe and Supportive Learning Environment

I want to ensure that this class provides a safe and accessible learning environment for each and every one of us. In this course, among other things, you will be challenged to think critically about the impact of cultural differences, which may include gender, race, ethnicity, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity on students' and teachers' experiences in schools. You are encouraged to actively participate in these discussions by asking difficult questions and sharing your ideas. Because all students may not share the same opinions on topics we discuss in this class, it is important that we remember to respect the opinions and ideas of others. Everyone is expected to show respect and courtesy for all members of this class at all times. If you have needs or concerns about the climate, curriculum, instruction, or assessment of this class please feel free to talk to me at any point in the semester.

Health and Safety
In order to create an environment that is both safe and conducive to learning, Lewis & Clark and the Graduate School have developed guidelines outlining health and safety expectations for all members of the LC Community. Please refer to the Health and Safety Expectations for all Community Members for details about these expectations. If you have any questions about this, please feel free to contact me.

Non-discriminatory & people-first language
Students are expected to use non-discriminatory language at all times. Oral and written language and visual representations must not devalue, demean or exclude individuals or groups on the basis of gender, disability, culture, race, religion, sexual preference or age. In addition, we will all work together to use people-first language; our goal is to help one another use language as a tool for student empowerment.

Academic Professional Conduct
Academic honesty and integrity are core values at Lewis & Clark College. Adherence to the norms and ethics of professional conduct are part of this commitment. Members of the Graduate School community both require and expect one another to conduct themselves with honesty, integrity, and adherence to professional norms of behavior. Policies related to academic and professional conduct can be found in the Graduate Catalog: http://docs.lclark.edu/graduate/policyprocedures/academic/. Please review these policies carefully and understand them fully. If you have any questions, please let me know.

Disability Services Statement
If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in the Albany Quadrangle (Room 206; 503-768-7192; access@lclark.edu). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Once I hear from them, I will schedule an appointment with you to talk about how to ensure I am making appropriate accommodations to support your learning. Additionally, the College also provides counseling services and support. You can learn more about the broad

range of mental health services available on campus at:
www.lclark.edu/offices/counseling_service

Instructional Technology
We will be using a number of different platforms for our work , including Google Classroom and Google Suite tools, Zoom, and Padlet. You can refer to this document about how to access support and tutorials for most of this software.

AI Software
The use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

Trigger Warnings
In this class, we won't be using trigger warnings. Our goal is to cultivate an inclusive and supportive classroom. Rather than relying on trigger warnings, we will focus on building a foundation of trust and community. By approaching sensitive topics as a community, we can collectively navigate these conversations with compassion and understanding. An environment of respect, empathy, and open-mindedness, will help us navigate personally challenging conversations together. As part of this approach, please remember that you have the freedom to take a moment. You may do so for example by leaving the classroom or taking a break if you feel overwhelmed or upset. Together, we will support one another through these discussions, fostering an environment that promotes growth and learning and preparing us to be teachers who do the same.