# Inclusive Practices in EDEL 452

**(Shelley Xu, March 20, 2020)**

## **Class Activity 1 (done in the beginning of the course)**

1. Review the content of modification for students with a disability you have learned from a special education class.
2. Read the information posted.
3. Think about possible ideas for differentiated reading instruction.
4. Submit to the Discussions a description of **two** modification ideas (a total of 150-200 words) that you would use while teaching reading to students with special needs (e.g., color coding certain difficult words to draw attention of students with a learning disability.)

[MTSS Framework](https://ocde.us/MTSS/Pages/CA-MTSS.aspx)

[MTSS Core Component 1: Differentiated Instruction](https://www.cde.ca.gov/ci/cr/ri/mtssdiffinstr.asp)

[MTSS Core Component 2: Systemic Change](https://www.cde.ca.gov/ci/cr/ri/mtssfocusres2syschange.asp)

[The UDL Guidelines](http://udlguidelines.cast.org/)

## **Class Activity 2 (done toward the end of the course)**

1. Select to view video 1 or video 2.
2. Reflect on what you have learned from the video in terms of teaching reading to students with disabilities (75-100 words).
3. Submit to the Discussions your reflection.

[Directed-Reading-Thinking-Activity with Special Needs Students](https://youtu.be/ya6c1Im3-NU)

[Visual Support for Students with Autism](https://www.teachertube.com/videos/106957)

3 Lesson Plans (Phonics, Comprehension with Literature, and Comprehension with Informational Text) Include the following

## **Differentiated Instruction for Universal Access for ELLs and Special Education Students**

1. State several ideas of modifications.
2. Some examples include:
   1. using a large print book (i.e., a big book) for students with visual impairment;
   2. using a bilingual children’s book for ELLs;
   3. re-teaching;
   4. using more concrete examples to explain a concept; and
   5. providing more opportunities for practices at various levels.