



Educational Psychology (EDPY) 351

Inclusive Education for Students With Diverse Needs (Revision 7)

Status: Replaced with new revision, see the **course listing** [↗](#) for the current revision **ⓧ**

Delivery mode: Individualized study online [↗](#) with eText [↗](#)

Credits: 3

Area of study: Applied Study

Prerequisites: Learners are expected to have completed junior-level psychology or social science courses.

Precluded: EDPY 351 cannot be taken for credit if credit has already been granted in EDPY 251.

Challenge: EDPY 351 is not available for challenge.

Faculty: Faculty of Humanities and Social Sciences [↗](#)

Overview

Welcome to Educational Psychology 351: Inclusive Education for Students with Diverse Needs. This three-credit course is designed to introduce educators and other caregivers to issues related to educating children with diverse needs in inclusive settings, to the broad span of exceptionalities that children may have, and to the field of special education as it functions in Canada.

Outline

Section 1

- Unit 1: Inclusive Education: An Introduction
- Unit 2: Designing Inclusive Classrooms
- Unit 3: Teaching Students with Communication Disorders
- Unit 4: Teaching Students with Learning Disabilities

Section 2

- Unit 5: Teaching Students with Attention Deficit/Hyperactivity Disorder
- Unit 6: Teaching Students with Emotional or Behavioural Disorders
- Unit 7: Teaching Students with Intellectual Disabilities
- Unit 8: Teaching Students with Autism and Fetal Alcohol Spectrum Disorder

Section 3

- Unit 9: Teaching Students with Sensory Impairments, Traumatic Brain Injury, and Other Low-Incidence Disabilities
- Unit 10: Teaching Students with Special Gifts and Talents
- Unit 11: Teaching Students Who Are at Risk

Section 4



- Unit 12: Classroom Organization and Management
- Unit 13: Teaching Students with Special Needs in Elementary Schools
- Unit 14: Teaching Students with Special Needs in Secondary Schools
- Unit 15: Working with Families of Students with Exceptionalities

Learning outcomes

When you have completed EDPY 351, you should be able to do the following:

- 1.** Identify and describe effective services and models for supporting students with diverse needs in inclusive classrooms.
- 2.** Describe the process of developing an appropriate individualized education program (IEP) for a student with diverse learning needs.
- 3.** Discuss characteristics, informal assessment strategies, classroom adaptations/accommodations, and effective inclusive practices for a broad range of students with learning challenges, including communication disorders, learning disabilities, AD/HD, emotional and behavioural disorders, intellectual disabilities, autism, fetal alcohol spectrum disorder, sensory impairments, and traumatic brain injury; as well as students at risk and students with gifts and talents.
- 4.** Discuss effective classroom management practices to support students with diverse learning needs.
- 5.** Develop case studies that describe how educational professionals can arrange for assessment, adaptations and accommodations, and classroom teaching and management to ensure differentiated instruction for all students with diverse learning needs in the classroom.
- 6.** Describe positive strategies for communicating with and involving families of students with diverse needs in the education of their child.


Evaluation


Your final grade in Educational Psychology 351 is based on your performance on the Planning Activity, the four section quizzes, the Elementary Case Study, and the Secondary Case Study. To **receive credit**  for the course, you must receive a minimum grade of 50% on the assignments, and a minimum overall course **grade of 50%** .

Activity	Weight
Planning Activity	10%
Quizzes	40% (10% each)
Elementary Case Study	25%
Secondary Case Study	25%
Total	100%



To learn more about assignments and examinations, please refer to Athabasca University's **online Calendar** .

Materials

Smith, T. E. C., Polloway, E. A., Patton, J. R., Dowdy, C. A., & McIntyre, L. J. (2015). *Teaching students with special needs in inclusive settings* (5th Canadian ed.). Pearson Education Canada.  (eText)

Alberta Teachers' Association. (2016). *PRISM Toolkit for Safe and Caring Discussions about Sexual and Gender Minorities* (Elementary Edition). Edmonton: Author.  (Online)

eText

Registration in this course includes an electronic textbook. For more information on **electronic textbooks** , please refer to our **eText Initiative site** .

Other Materials

All other materials will be accessed online.

Important links

- › **Academic advising** [↗](#)
- › **Program planning** [↗](#)
- › **Request assistance** [↗](#)
- › **Support services** [↗](#)

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

Opened in Revision 7, August 17, 2020

Updated June 7, 2023

View **previous revision** [↗](#)
