

 	School of Health, Education and Human Services
	EPSY 400
	Working with Difference and Diversity
	Term: Winter 2024 (YNTEP, Whitehorse) Number of Credits: 3
Course Outline	

COURSE DESCRIPTION

INSTRUCTOR	Gwen Kovachik-MacNeil	CLASSROOM	A2712
EMAIL	gwyneth.macneil@yukonu.ca	TIME/DATES	Mondays 6-8:50pm January 8- April 8, 2024

COURSE REQUIREMENTS

Prerequisite(s): Successful completion of Pre-Internship (EFLD 311).

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Understand the social model of disability and diversity and its implications for educational contexts,
2. Critically examine approaches to educating students with disabilities, exceptionalities, and/or differences,
3. Understand the principles and practices associated with inclusive education,
4. Understand the teacher's role in meeting the needs of students with disabilities, exceptionalities, and/or differences in inclusive settings,
5. Examine the teacher's role in fostering a culture of acceptance and appreciation of differences,
6. Approach students with disabilities, exceptionalities, and/or differences from an individualized perspective,
7. Understand the planning process for inclusion and intervention plans,
8. Understand differentiated instruction and universal design and what this means relative to the Adaptive Dimension in the inclusive classroom,
9. Understand the learning characteristics associated with range of identified disabilities and the implication for instruction,

- 10. Develop effective instructional strategies in meeting the individual needs of a wide range of learners,
- 11. Access, and apply, literature on students with disabilities and differences, and,
- 12. Build knowledge of the American Psychological Association (APA) style with respect to writing and research.

COURSE FORMAT

Weekly breakdown of instructional hours

This course consists of 3 hours of in-person instructional time each week. Outside of this time, students will need to plan for additional focused time weekly to engage with readings and complete assignments.

Delivery format

This course will be delivered in-person. Students are required to attend and participate in course meeting times. If students need to be absent, it is their responsibility to inform their instructor in advance of the absence and to have a plan to catch up with what was missed.

EVALUATION

Assignment	Value	Due Date
Participation	10%	
Diversity Memoir	15%	
Exceptionalities Presentation	20%	
UDL Tool Kit	25%	
Student Learning Plan	30%	
Total	100%	

Assignments are due by 11:59 pm on the due date, unless otherwise stated.

All assignments must be completed and submitted to receive a passing grade for the class, even if they are no longer eligible for marks.

You may submit a digital copy or a hard copy to me – whichever suits you best.

Assignment 1: Participation

Learning Outcomes: #1, #11

Individual

Attendance and participation are required. My hope is that you will arrive having done the readings, and feel prepared to participate in discussion, group work, and other in-class activities. If you know in advance you will be missing class, please let me know. I understand emergencies and illnesses and life itself can happen, so please do your best to keep me apprised.

Assignment 2: Diversity Memoir

Learning Outcomes: #4, #5

Individual

Collect three to six significant artefacts, objects, photographs, writings etc. to help you think about your own background as it relates to diversity (culturally, academically, spiritually etc.). In *any format of your choosing* (diorama, website, slidedeck, essay etc.) you will address the following questions as they relate to these artefacts – as appropriate and in ways that are meaningful to you.

- What does each artefact in your memoir signify to you as it relates to diversity?
- What have you learned from others in your social context about who you are, what is important to you, what your values hold, what education means to you, and how these interplay with yourself as both a student and educator?
- What experiences have helped you make what is invisible...more visible...related to your values? (Life experiences such as cross-cultural experiences, friends who are different, experiences in education)
- How have your values/perspectives shaped how you think about others? About difference? About social justice in schools and society?
- What are the connections with the things you have learned about yourself and expectations you have for students?

You may substitute other questions, if you choose. The purpose of this assignment is for you to begin discovering and unravelling your philosophy on diversity, equity, and inclusive education. You may format this assignment in any way you choose, in a way that best represents you, your learning style, and allows for you to be most successful. Therefore, there are no length requirements.

Assignment 3: Exceptionalities Presentation

Learning Outcomes: #1, #9, #11

Group

You will work in a cooperative learning group to effectively present on one area of difference and/or exceptionality that is not addressed by Tier 1 education. Each group will focus on a different topic. In groups, you will be required to (a) present a slideshow/video/multimedia component and (b) create a fact sheet.

The multimedia component must provide the following information and will be presented to the class:

- a) What is the exceptionality? (Provide background information! Possible ways to explore this are by asking: What is it? What is it *not*? How common is it? What's the science behind it? When was it identified as an exceptionality? Is it seen as an exceptionality?)
- b) How is the exceptionality identified? (How is it diagnosed? What are some signs educators could look for?)
- c) How does this exceptionality impact a learner? (Does it impact their ability to read? To focus? To "be bored"?)
- d) What are some strategies for intervention? (2-3 ways educators can make their classrooms friendly for this exceptionality).
- e) Please ensure there is a slide which references the places you got your information from, in proper APA formatting.

The fact sheet will be 1 page in length and will be a bite-sized snapshot of your exceptionalities (what it is, how to approach student learning when the exceptionalities is involved etc). It is a sheet to share with your classmates so that you can build your own files on exceptionalities in the classroom. You will distribute the fact sheet to your classmates prior to your presentation.

Possible differences and/or exceptionalities could include:

- Autism Spectrum Disorder (ASD)
- Attention Deficit/Hyperactivity Disorder (ADHD)
- Cultural-related (example: YFN ways of knowing, being, doing)
- Deaf/Hard of Hearing
- Developmental Delay (physical, cognitive, communicative etc)
- Fetal Alcohol Spectrum Disorder (FASD)
- Gifted/Advanced Learners
- Mental Health
- Oppositional Defiance Disorder (ODD)
- Savantism
- Specific Learning Disability (Dyslexia, Dyscalculia, Dysgraphia etc)
- Speech or Language impairment
- Trauma
- Visual Impairments
- Other

Assignment 4: UDL Toolkit

Learning Outcomes: #2, #3, #8, #10

Group

UDL is not meant to be a 'prescription' but a set of suggestions to help educators reduce barriers and maximize learning opportunities. UDL methods are often mixed and matched, but for the purposes of this assignment you will only need to focus on one principle.

In 3 groups, you will develop a toolkit based on the three principles of UDL according to the CAST framework Universal Design for Learning (UDL). One group will develop a toolkit on "Engagement", one for "Representation", and one for "Action & Expression".

Each principle has its own set of corresponding guidelines and checkpoints related to recruiting interest, providing options, and ways to empower learners. Create a toolkit in whatever method your group sees fit – this could be creating a website, a slideshow, a video, a workbook – as long as the following information is disseminated to the class:

- What 'networks' of the brain does your principle target?
- What are the options for 'access'? For 'build'? For 'internalize'?
- What are the checkpoints?
- What are the ways to meet those checkpoints?
- What is the goal?

You must also include an activity to do with the class, demonstrating how we can utilize your principle in practice.

This project is designed for you to come together as a class and get 'hands-on' with UDL and take theoretical knowledge and make it applicable for real life practice and scenarios.

Assignment 5: Student Learning Plan

Learning Outcomes: #6, #7, #8, #10, #11

Individual

Using the Student Learning Plan template provided, you will fill out a Student Learning Plan for a student with an invented exceptionality. You may use the exceptionality you presented to the class at the beginning of the course, or a new one. Using your creativity and acquired information, you will invent a student of any age, at any grade level (between 1-12), and determine their exceptionality as it relates to the need for a student learning plan. In addition, you will provide a minimum of one paragraph to maximum one page justification for *why* this student needs a SLP.

A student learning plan contains:

- Student identification and background information
- Current level(s) of performance, reflecting on the student's abilities and needs
- Student-specific outcomes, performance objectives, instructional strategies, materials, and environments (think about UDL, Tier 1-3 interventions etc)
- Name(s) of teacher or team members who will implement the SLP
- Plans for evaluation and review, with dates for meetings to examine student progress

The following questions may help in developing the components of your SLP. These questions are suggestions, only, and may not necessarily serve your SLP's purposes:

- What is the student able to do?
- Have various sources of information been considered?
- Is each current level of performance measurable?
- Are outside consultants necessary? How will you involve guardians? The student? The community?
- Are the outcomes derived from the student's current level(s) of performance and/or needs? Are the outcomes positive? Are the outcomes achievable and manageable? Do the outcomes indicate what the student will do to demonstrate learning?

- Are performance objectives manageable? Will the performance objectives lead to achievement?

What are the conditions under which the student will perform?

- What instructional strategies, assessment processes, and resources will be used?
- Where will outcomes be addressed, practiced, and assessed?

The purpose of this assignment is to stimulate your thinking and culminate your knowledge from this course, thinking about details of classroom communication, student involvement and participation, and how to best be of service to our learners.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates

TEXTBOOKS & LEARNING MATERIALS

No required textbook. Readings as assigned will be posted or linked on our course page.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Theme	Date/Topic	Discussion	Readings	Activities/Assessments	LO #
Foundations of Equity and Diversity in Education	January 8 Introducing equity and diversity in the classroom	<ul style="list-style-type: none"> - Introductions, course overview - Class expectations - What is equity? Diversity? - Equity and diversity in Canadian schools - History of inclusion in education: Segregation, integration, inclusion - Ainscow et al's (2006) six broad categories of inclusion - Allyson Jule's The 'ethic of care' (Caring teacher behavioural theory, caring capacity theory, and caring difference theory) - APA 	<p>Dworet, D., & Bennett, S. (2002). "A view from the North: Special education in Canada." <i>Teaching Exceptional Children</i>, 34(5), 22-27.</p> <p>Egbo, B. (2012). "What should preservice teachers know about race and diversity? Exploring a critical knowledge-base for teaching in the 21st century Canadian classrooms." <i>Journal of Contemporary Issues in Education</i> 6(2), 23-37.</p>	<ul style="list-style-type: none"> - Icebreakers - APA guidelines 	1, 4, 5, 12

	<p>January 15 Inclusive and special education in the Yukon</p>	<p>Guest Lecturer: Shanna Epp, RISE</p> <ul style="list-style-type: none"> - Reviews of RISE in the Yukon: Auditor generals report, final report on the review, Child and Youth advocate review of student attendance - Responses to the reviews: 8 working groups - RISE - Safe and Caring schools 	<p>Yee, N. (2021). "Executive summary: Review of inclusive and special education." Department of Education (2021). "Response report - Audit 2019 recommendations." Government of Yukon (2021). Safe and caring schools policy. https://open.yukon.ca/information/publications/education-policies/resource/304ca9f0-2fdc-4256-8be5-9522e497f89c</p>	<ul style="list-style-type: none"> - RISE presentation - RISE work plan - Contributing/Critiquing to inclusive and special education 	<p>2, 3</p>
<p>Learners with Exceptionalities</p>	<p>January 22 Exceptionalities and Learning Disorders</p>	<ul style="list-style-type: none"> - Defining exceptionalities - Low incident dis/abilities (blindness, deafness, significant developmental delay, complex health) - High incidence dis/abilities (communication, adhd, autism) 	<p>Wilmshurst, L. & Bruce, A. (2010). Chapter 2 - What are the different disabilities, and how are they classified? In L. Wilmshurst & A. Bruce (Eds.), <i>The complete guide to special education: Proven advice on evaluations, IEPs, and helping kids succeed.</i> (pp. 15-26)</p> <p>Wilmshurst, L. & Bruce, A. (2010). Chapter 3 - Specifics about specific disabilities. In L. Wilmshurst & A. Bruce (Eds.), <i>The complete guide to special education: Proven advice on evaluations, IEPs,</i></p>	<p>** Assignment #2 "Diversity Memoir" due **</p> <ul style="list-style-type: none"> - Group problem solving 	<p>2, 6, 9</p>

			<i>and helping kids succeed.</i> (pp. 27-49)		
	January 29 Other exceptionalities	- Executive functioning development - Gifted and exceptional learners - behavioural and emotional inclusion	Renzulli, J. (2002). "Emerging conceptions of giftedness: Building a bridge to the new century." Bechard, M & Huberty, K. (2019) Teaching Executive Functions to Children with ADHD: A Course for Teachers (and Parents) [Video Replay & Podcast #247] https://www.additudemag.com/webinar/teaching-executive-functions-podcast-247/ Center on PBIS (2022). "Supporting and responding to students' social, emotional, and behavioural needs" https://assets-global.website-files.com/5d3725188825e071f1670246/626c27c785879e08c1a7c8ea_Supporting%20and%20Responding%20to%20Students%E2%80%99%20Social%20Emotional%20and%20Behavioral%20Needs.pdf	- Discussion - In class time to work on Assignment 3	1, 6, 9
Individual Learning Differences	February 5 FNMI Perspectives of	Guest Lecturer: Melissa Flynn, Executive Director of FNSB - FNMI spirituality, traditions, ceremonies, terminology, pedagogy, curriculum	Restoule, JP & Nardozi, A. (2019). "Exploring teacher candidate resistance to	- In class time to work on Assignment 3	2, 5

	Diversity and Inclusion	- "Decolonizing", "Indigenizing", "Reconciliation"?	Indigenous content in a teacher education program". YFNED & Firelight Research (2021). "Environmental scan: Indigenous educational programs and academies" https://static1.squarespace.com/static/5ddc27b50cfd2a79a6da6595/t/61f0c3d47f98de524c5c2974/1643168730909/YFNED-IndigenousEducationPrograms-FinalReport.pdf		
	February 12 Diversity – Beyond the Brain (Exceptionality Presentations)	Guest Lecturer: Valerie Ireland, LAT and Inclusive Libraries expert and grant winner - Presentations on Exceptionalities - Critical pedagogy and approaches - Ethnic, cultural, linguistic, religious, sexual, gender, socioeconomic (etc) diversity - Ability diversity	IOPN (2020). Critical Pedagogy: Challenging Bias and creating inclusive classrooms. https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/critical-pedagogy-challenging-bias-and-creating-inclusive-classrooms/	** Assignment #3 "Exceptionality Presentation" due	3, 5, 9
	February 19 Reading Week				
Professional practices	February 26 Assessment and Interventions	- Universal Design for Learning - Inclusive pedagogy - Tier 1-3 Supports	Levey, S (2021). "Universal Design for Learning". Katz, J & Sokal, L (2016). "Universal Design for learning as a bridge to inclusion: a	- Discussion - Group work - In class time to work on Assignment 4	3, 8, 10

			qualitative report of student voices".		
	March 4 School Based Response	<ul style="list-style-type: none"> - Overview of school-based responses to inclusion - Intervention framework - School Based Teams - Student learning plans 	Student Support Services Parent Handbook. https://cyfn.ca/wp-content/uploads/2015/05/Parent-Handbook-FINAL-August-2013.pdf	<ul style="list-style-type: none"> - Discussion In class time to work on Assignment 4 	4, 7, 10
	March 11 Student Support Services (UDL Toolkit Presentations)	<ul style="list-style-type: none"> -UDL presentations - Consent - Consultation - Assessment - Reporting - IEPs 	Student Support Services Parent Handbook. https://cyfn.ca/wp-content/uploads/2015/05/Parent-Handbook-FINAL-August-2013.pdf	** Assignment #4 "UDL Toolkit Presentation" due <ul style="list-style-type: none"> - Discussion - Group work 	4, 7, 8, 10
	March 18 Student Support Services	<ul style="list-style-type: none"> - Private assessments - Referral for assessments - Transition planning - School based support personnel - Student support services personnel - Interagency collaboration 	Student Support Services website https://sss.yukonschools.ca/	<ul style="list-style-type: none"> - Discussion - Groupwork - In class time to work on Assignment 5 	10, 11
	March 25 Partnerships	Guest Lecturer: Leslie Peters, manager of Student Support Services <ul style="list-style-type: none"> - Alternate educational placement - Collaborative consultation - UE - SSS - Schools - Parents - Students - YFN 	Partners in Yukon education (various websites linked) http://lss.yukonschools.ca/partners-in-education.html	<ul style="list-style-type: none"> - Discussion - In class time to work on Assignment 5 	4, 6, 7
	April 1 Easter Monday				
	April 8	<ul style="list-style-type: none"> - Final assignment conferences - Wrap-up 	TBD	** Assignment #5 "Student Learning Plan" due	