



Art for Everyone: Accommodation, Differentiation and Modifications for the Art Classroom Course Syllabus

Course Description

The purpose of this professional development course is to enhance classroom teaching effectiveness and support improved student outcomes by reviewing and introducing new knowledge in the area of Special Education specifically geared toward the art classroom. Many times, an art educator is one of the only teachers in a school who has both non-special education and special education students in the same class. Students who may participate in self-contained special education classes such as: Math, Science, English, and Social Studies are placed in art classrooms with students who do not need special education services.

This course provides art teachers with the basic tools needed to enhance teaching for students with Individualized Education Plans (IEPs), 504s, and Behavior Intervention Plans (BIPs). This course acknowledges that managing a variety of student needs can be difficult, but through the use of Universal Design for Learning (UDL) and Teaching for Artistic Behavior (TAB), art teachers can tailor learning to a wide range of student needs. Within this course, teachers will review basic special education history and laws, how to adapt learning through UDL and TAB, and how to effectively plan and deliver instruction alongside support staff and co-teachers.

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing new knowledge in special education strategies for the art classroom, including laws, individualized supports, Universal Design for Learning (UDL), and Teaching for Artistic Behavior (TAB).

Course Objectives

At the end of this course you should be able to:

1. Examine the history of Special Education activism and its influence on education law to understand how these laws have shaped teaching in public schools across the 20th and 21st centuries.
2. Analyze real IEPs, 504 plans, and related documents to understand the needs of special education students and apply that knowledge in the art classroom.
3. Explore the principles of Universal Design for Learning (UDL) and identify ways art teachers can modify lessons to better meet the needs of all students.
4. Apply Universal Design for Learning (UDL) strategies to adapt art instruction for specific student needs, with a focus on autism and physical disabilities.



5. Understand the fundamentals of Teaching for Artistic Behavior (TAB) and determine how to transform the art classroom into an artist's studio that is accessible to all students.
6. Develop strategies to plan, collaborate, and co-teach with support staff to effectively meet the needs of students receiving special education services.

Modules

- Module 1: Special Education: An Overview, Quiz 1
- Module 2: The Art Teacher's Role in Implementation of IEPs, 504, and BIPs, Quiz 2
- Module 3: Universal Design for Learning (UDL) and its Applications for Special Education Students, Quiz 3
- Module 4: UDL Differentiation and Accommodations for All Students within the Art Classroom, Quiz 4
- Module 5: Teaching Artistic Behaviors (TAB) and Special Education, Quiz 5
- Module 6: Best Practices for Working with Paraprofessionals and One-on-One Assistants in the Art Classroom, Quiz 6

Grading

Each quiz must be passed at an 80% or higher (three attempts allowed).

Format

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.