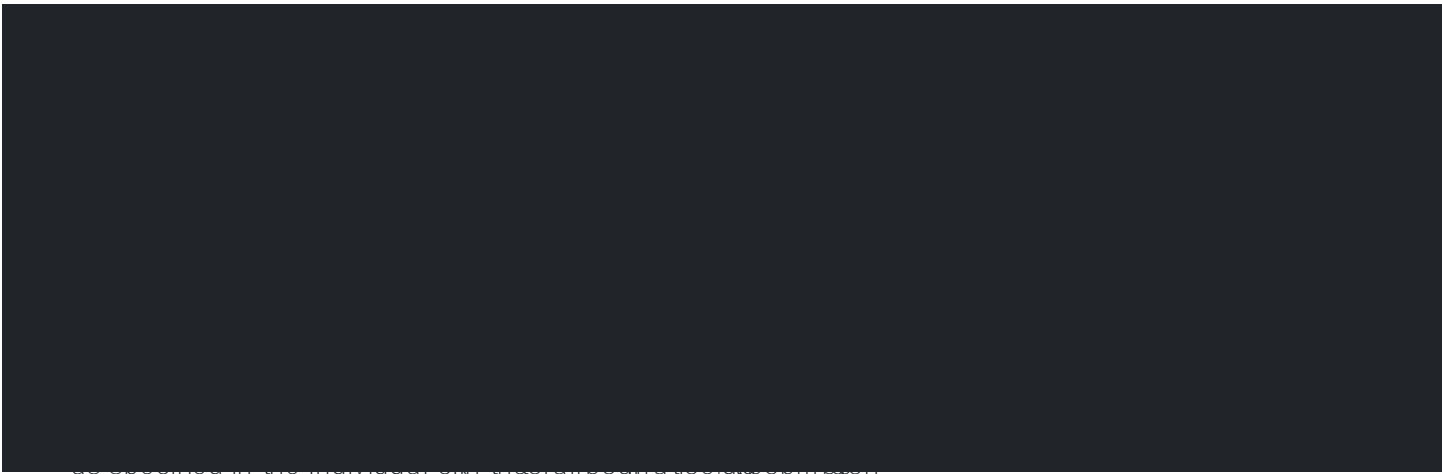


Contact Information

Course and Contact Information

Instructor: Sairi S. Kulka	



de opbouw in de vorm van een tabel met een kolom voor de naam van de



- Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
 - Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
 - Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
 - Apply knowledge of the purpose, characteristics, and appropriate u
-

- U 3.2 [Introduce]/M/M 3.2[Introduce]/ESN 3.4 [Introduce]c



[Schilling, E. J., & Getch, Y. O. \(2012\). Getting My Bearings, Returning to School: Issues Facing Adolescents With Traumatic Brain Injury. *Teaching Exceptional Children*, 45 \(1\), 54-63.](#)

Discussion Guide Template

1. Briefly describe the three main points of this week's readings.

b imrlper h s101hr w each urctiac fill sat r%t nly ts^a ouke-luxpectation rbc, iscribe 2ni

2. Describe 3 ideas, concepts, or strategies from this week's readings that you would like to discuss further with colleagues.

Course Requirements and Assignments

Course Requirements and Assignments (Required)

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 15 hours over the length of the course (normally three hours per unit per week) for instruction,

A-level			



5 (covers weeks 13-15)	5 March 27	Policies, Practices, Programs Cá	Readings: 5 (@ Gargiulo & Bouck ChaptfG 1B 1	