“Preparing Professionals for Changing Educational Contexts”
Department of Special Education
College of Education, University of Nevada, Las Vegas

Course Prefix and Number: EDSP 411-1001
Course Title: Special Education Techniques in Inclusive Settings
Credit Hours: 3
Semester: Summer, 2011 (Session 3 July 11-Aug. 13)
Instructor: William Garnett
Class Time: Mon/Tues/Wed—4:15pm-6:45pm
Class Location: CBC-C115
Office Hours: By appointment
Telephone: 895-1106
E-mail: garnettw@unlv.nevada.edu
Office: CEB 147

Prerequisites: ICE 201 or ICS 201 or PED 170 or EDW 135 or EDSP 200
or ECE 250

Course Description:
A survey of special education emphasizing accommodating students with disabilities in the general classroom including: legal mandates and regulations, characteristics and educational needs of students with disabilities, and instructional techniques which can be used with these students in the general classroom.

CEC Common Core Guidelines Addressed
1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Instructional Planning
7. Assessment
8. Professional and Ethical Practice
9. Collaboration

COE Assessment System Learning Outcomes Addressed
# 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
# 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
# 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Course Objectives:

Knowledge
Upon completion of this course, the student will demonstrate competence in the following:

CEC Common Core Guidelines
INTASC
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1K1</td>
<td>Models, theories, and philosophies that form the basis for special education practice.</td>
<td>1.01, 2.04</td>
</tr>
<tr>
<td>CC1K2</td>
<td>Laws, policies, and ethical principles regarding behavior management planning and implementation.</td>
<td>1.04, 1.13</td>
</tr>
<tr>
<td>CC1K3</td>
<td>Relationship of special education to the organization and function of educational agencies.</td>
<td>1.04, 1.13</td>
</tr>
<tr>
<td>CC1K4</td>
<td>Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</td>
<td>1.04, 1.11, 1.13, 8.08, 10.07</td>
</tr>
<tr>
<td>CC1K5</td>
<td>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</td>
<td>1.04, 1.13, 3.04, 8.07, 8.09</td>
</tr>
<tr>
<td>CC1K6</td>
<td>Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</td>
<td>1.04, 8.07</td>
</tr>
<tr>
<td>CC1K9</td>
<td>Impact of the dominant culture on shaping schools and the individuals who study and work in them.</td>
<td>3.04, 10.04</td>
</tr>
<tr>
<td>CC1K10</td>
<td>Potential impact of differences in values, languages, and customs that can exist between the home and school.</td>
<td>3.03, 3.04, 6.03, 10.02, 10.04</td>
</tr>
<tr>
<td>CC2K2</td>
<td>Educational implications of characteristics of various exceptionalities.</td>
<td>1.08, 3.05, 2.01, 7.06</td>
</tr>
<tr>
<td>CC2K5</td>
<td>Similarities and differences of individuals with and without exceptional learning needs.</td>
<td>2.01</td>
</tr>
<tr>
<td>CC2K6</td>
<td>Similarities and differences among individuals with exceptional learning needs.</td>
<td>2.05</td>
</tr>
<tr>
<td>CC3K1</td>
<td>Effects an exceptional condition(s) can have on an individual’s life.</td>
<td>1.08, 2.01, 2.05, 3.02, 3.06, 10.10</td>
</tr>
<tr>
<td>CC3K5</td>
<td>Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</td>
<td>1.08, 2.01, 2.06, 3.04, 3.09, 9.04</td>
</tr>
<tr>
<td>CC5K4</td>
<td>Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.</td>
<td>6.05</td>
</tr>
<tr>
<td>CC5K7</td>
<td>Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</td>
<td>5.03</td>
</tr>
<tr>
<td>CC7K1</td>
<td>Theories and research that form the basis of curriculum development and instructional practice.</td>
<td>1.02, 1.06</td>
</tr>
<tr>
<td>CC7K2</td>
<td>Scope and sequences of general and special curricula.</td>
<td>1.02, 1.06, 7.02, 7.03, 7.06</td>
</tr>
<tr>
<td>CC7K3</td>
<td>National, state or provincial, and local curricula standards.</td>
<td>7.06</td>
</tr>
<tr>
<td>CC7K5</td>
<td>Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.</td>
<td>7.06, 10.03</td>
</tr>
<tr>
<td>CC8K2</td>
<td>Legal provisions and ethical principles regarding assessment of individuals.</td>
<td>1.04, 1.13, 8.01, 8.11</td>
</tr>
<tr>
<td>CC8K3</td>
<td>Screening, pre-referral, referral, and classification procedures.</td>
<td>1.04, 1.05, 2.08, 3.04, 3.06, 8.01, 8.07</td>
</tr>
<tr>
<td>CC8K5</td>
<td>National, state or provincial, and local accommodations and modifications.</td>
<td>1.05, 8.03, 8.05, 8.11</td>
</tr>
</tbody>
</table>
CC9K1 Personal cultural biases and differences that affect one’s teaching. 9.02, 9.07

CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs. 9.02, 9.07

CC10K1 Models and strategies of consultation and collaboration. 10.05, 10.06

CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. 1.11, 6.02, 7.01, 7.03, 10.01, 10.07

Discuss specific guidelines within the Nevada Administrative Code for Special Education Programs.

Skills
Upon completion of this course, the student will:

CC1S1 Articulate personal philosophy of special education. 1.03, 2.06, 4.01, 4.04, 4.05, 4.10, 4.13

CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. 1.08, 2.06, 4.05, 4.07, 4.11, 6.08, 7.07

CC5S3 Identify supports needed for integration into various program placements. 1.08, 2.06, 4.05, 4.07, 6.02, 7.02, 7.01, 7.03, 7.06, 7.09, 8.10

CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. 1.03, 1.11, 4.09, 4.11, 6.02, 7.02, 7.01, 7.03, 7.06, 7.09, 8.10

CC9S8 Use verbal, nonverbal, and written language effectively. 10.05

CC9S10 Access information on exceptionalities. 1.10, 4.12, 9.03, 9.06

Dispositions
Upon completion of this course the student will display the following dispositions:

CC9S1 Practice within the CEC Code of Ethics and other standards of the profession. 9.06

CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. 9.06, 10.06

CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. 9.02, 9.07

CC9S11 Reflect on one’s practice to improve instruction and guide professional growth. 9.01

CC10S1 Maintain confidential communication about individuals with exceptional learning needs. 8.08, 10.05

Results
EDSP 411 is an introductory class and is intended to build basic knowledge. Direct results to students with disabilities are not evaluated because of the introductory nature of the class.

Texts, readings, and instructional resources:

Required Text:

Current & Classical References:
Individuals with Disabilities Education Act, P. L. 105-17. (§1414 (d) (3) (B) (I)). (§1451 (a) (6) (H)). (1997).

Internet Resources:
Computer technology in Sp.Ed. & Rehabilitation  
Disability information and resources  
Disability rights and advocacy  
Inclusive Education: Legal requirements and court cases:  
Information about inclusive / extensive special education resources:  

National Center for Learning Disabilities:  
National Rehabilitation Information Center  
The Association for Retarded Citizens (ARC)  
The Association for Severe Handicaps (TASH)  
The Council for Exceptional Children:  

Course activities / requirements:
COE Assessment System Requirements:

**Assignment # 1.** Students will write a position paper on inclusive educational programs for children with and without disabilities.
Performance assessment type: Application exercise
Artifact: Position Paper
Position Paper Rubric attached
*CEC standard CC2K5: INTASC Principle # 2, and COE LO # 2

**Assignment # 2.** Students will develop and write behavioral objectives following an appropriate model for writing behavioral objectives.
Performance assessment type: Application exercise
Artifact: Written Behavioral Objectives
Evaluation Rubric attached
*CEC standard CC4S3:., INTASC Principle # 4 and COE LO # 5 and Principle # 1 and COE LO # 1
Assignment # 1. For the position paper on inclusive educational programs for children with and without disabilities:
Students will provide a reasoned and referenced discussion of:
(a) a position regarding an inclusive approach to education (from an elementary or a secondary education point of view), and
(b) what challenges are encountered when implementing inclusive programs for children with and without disabilities.
Finally, the paper must address how possible challenges within inclusive education may be handled. References from the literature must be used to support the position taken on the issue; and no more than three (3) sources may come from online or internet information locations. Further description of the paper will be provided in class. See attached rubric for more information.

Assignment # 2. Students will develop and write five (5) behavioral objectives following an appropriate model for developing behavioral objectives.

| Writing Objectives: Your objectives should tell a student what they have to do in order to show you that he or she has learned what you want them to learn. |
|---|---|
| **Steps** | **Notes** |
| Start with an action verb that describes a specific behavior or activity by the learner. | An essential part of a learning objective. |
| Follow the action verb with the content reference that describes the subject being treated. | An essential part of a learning objective. |
| Add performance standard that indicates the minimum acceptable accomplishment in measurable terms. | For a competency-based program, including such performance standards is essential for determining when the student reaches a satisfactory level of achievement. |
| If there is no performance standard specified, it usually means that only a 100% correct response is acceptable. |
| Add any criteria or conditions under which the learning must take place. | Necessary for student understanding and in order to set evaluation requirements. |
| Don't include too much detail. Don't write description of learning activities. |

Rubric attached. Further description and practice of the project will be provided in class.

Assignment #3. Students will create a resource list specific to one of the fourteen federally recognized disability areas. The resource list should include: Books, articles, conferences, websites, etc. A brief one to two-sentence description should follow each listing.

Assignment #4. Students will select two disabilities from the fourteen federally recognized disability areas and adapt a lesson plan for each. The lesson plans will be provided on WebCampus. Adaptations should include: Rationale for changes made, or not made. The original lesson plan was accompany the adapted lesson plan.

Final Exam: Students will complete a reflective final exam.
Grading Policy and Instructional Methods:
A combination of lecture, classroom discussion, and outside study / practical application will be used in this course.

Attendance and participation are vital to the successful completion of this course. **Students may miss one class without loss of participation/attendance points. For each day missed thereafter, 5 points will be deducted.**

**LATE WORK:** Because this is an accelerated course, due dates are very important. **Assignments turned in late automatically lose ONE LETTER GRADE.**

All work should reflect professional expectations in terms of scope, depth, writing mechanics, and appearance. Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (10–12 point font and double-spaced) with correct APA 6th Edition style (where appropriate), grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

Each student must do all work independently unless it is an assigned group project.

Final grades will be based on the total points earned by students as shown below.

University policy says a grade of "Incomplete" will be given only if the student has a) completed at least 75% of the course, b) earned a grade of "B" or better at the time the Incomplete" grade is requested, and c) requested an "Incomplete" grade for “reason(s) beyond the student’s control and acceptable to the instructor...." Students must take all responsibility for completion of the course assignments, which must be completed at least 3 weeks before the expiration date of the incomplete for the grade to be submitted.

**Tentative Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Reading Assignments (to be done prior to class)</th>
<th>Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Reading Assignments (to be done prior to class)</td>
<td>Class Assignments</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| 1    | 07/11/11 | Class introduction  
Introduction to Special Education  
Students with Low-Incidence Disabilities  
Students with High-Incidence Disabilities  
Students with special needs other than disabilities  
F.A.T. City video | Chapters 1, 6, 7, 8 |                                |
| 2    | 07/18/11 | Special Education Procedures & Services  
Collaboration  
Assessing student needs  
Planning instruction by analyzing classroom & student needs INCLUDE Strategy | Chapters 2, 3, 4, 5 | Resource List Due 07/18/11, Midnight, Pacific Standard Time. |
| 3    | 07/25/11 | Differentiating instruction  
Independent learning strategies  
Behavior Objective Writing Practice in class. | Chapters 9 and 10 | 7/29/11  
BEHAVIORAL OBJECTIVES DUE, Midnight, Pacific Standard Time. |
| 4    | 08/01/11 | Evaluating student learning  
Responding to student behavior  
Citing in APA. | Chapter 11-12 | Adapted Lesson Plans Due 08/05/11, Midnight, Pacific Standard Time. |
| 5    | 08/07/11 | **Final Examination – Time TBA** |                                | 08/10/11  
POSITION PAPER DUE Midnight, Pacific Standard Time. |
# Assignment # 1

## POSITION PAPER RUBRIC

**EDSP 411-001**  
**Summer, 2011**

<table>
<thead>
<tr>
<th>Format and organization</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
<th>NOT SUBMITTED</th>
</tr>
</thead>
</table>
| • Excellently covers all required components  
• Clear and consistent organization  
• Consistent use of "person first" language | • Addressed required components  
• Some lapses in clarity or organization  
• Inconsistent use of "person first" language, but most terms used correctly | • Required components not included  
• Disorganized or difficult to follow  
• "Person first" language not used | Not submitted |
| 18 – 20 points | 15 – 17 points | 14 points or less | 0 points |

<table>
<thead>
<tr>
<th>Presentation of position</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
<th>NOT SUBMITTED</th>
</tr>
</thead>
</table>
| • Identified important principles  
• Excellent analysis of position  
• Presented original perspective about topic  
• Appropriately cited references from literature to support position (refereed journals) | • Showed understanding of basic principles  
• Some analysis of position evident  
• Position or perspective stated but somewhat vague  
• Cited very few references from literature to support position | • Appears to lack command of most of the important concepts  
• Little evidence of analysis of position  
• Perspective about topic did not appear original  
• Did not cite references from literature to support position, or information not current | Not submitted |
| 40 – 45 points | 36 – 39 points | 35 points or less | 0 points |

<table>
<thead>
<tr>
<th>Writing mechanics</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
<th>NOT SUBMITTED</th>
</tr>
</thead>
</table>
| • Excellent writing mechanics  
• No errors in spelling, grammar, or punctuation  
• No more than one or two "typos"  
• Consistent use of APA style | • Adequate writing mechanics  
• A few errors in spelling, grammar, or punctuation  
• A number of "typos"  
• APA style with minor errors | • Poor writing mechanics  
• Many errors in spelling, grammar, punctuation  
• Many "typos"  
• APA style not used or with many errors | Not submitted |
| 9 – 10 points | 8 – 8.9 points | 7 points or less | 0 points |
## Assignment # 2

### BEHAVIORAL OBJECTIVES RUBRIC

**EDSP 411-003**  
**Fall 2009**

<table>
<thead>
<tr>
<th></th>
<th><strong>TARGET</strong></th>
<th><strong>ACCEPTABLE</strong></th>
<th><strong>UNACCEPTABLE</strong></th>
<th><strong>NOT SUBMITTED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>• Excellently covers all required components</td>
<td>• Addressed required components</td>
<td>• Required components not included</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>• All stated with terms that are</td>
<td>• Only a few lapses in clarity of terms regarding:</td>
<td>• Terms used are not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o specific</td>
<td>o specific</td>
<td>o specific</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o measurable</td>
<td>o measurable</td>
<td>measurable, nor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o observable</td>
<td>observable</td>
<td>observable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 – 10 points</td>
<td>7 – 8 points</td>
<td>less than 7 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Qualitative component</strong></td>
<td>• Showed excellent grasp of basic principles</td>
<td>• Showed understanding of basic principles</td>
<td>• Appears to lack command of the important concepts</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>• Consistent use of &quot;person first&quot; language</td>
<td>• Inconsistent use of &quot;person first&quot; language, but most terms used correctly</td>
<td>• &quot;Person first&quot; language not used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Additional clarity is added</td>
<td>• Most objectives are stated positively</td>
<td>• Objectives written only in a negative way (i.e., student will not....)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All objectives are stated positively</td>
<td>7 – 8 points</td>
<td>less than 7 points</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Format and Writing Mechanics</strong></td>
<td>• Clear and logical sequence and order</td>
<td>• Organization and sequence generally good</td>
<td>• Poorly organized or difficult to follow</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>• Easy to follow</td>
<td>• Adequate writing mechanics</td>
<td>• Poor writing mechanics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Excellent writing mechanics</td>
<td>• A few errors in spelling, grammar, or punctuation</td>
<td>• Many errors in spelling, grammar, punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No errors in spelling, grammar, or punctuation</td>
<td>• A number of &quot;typos&quot;</td>
<td>• Many &quot;typos&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No more than one or two &quot;typos&quot;</td>
<td>4.5 – 5 points</td>
<td>less than 3 points</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>4.5 – 5 points</td>
<td>3 – 4 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Statements of Rules and Regulations

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/committees/copyright/.

Disability Resource Center (DRC)
The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC-A), Room 143, and the contact numbers are: Voice (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. For additional information, please visit: http://catalog.unlv.acatalog.com/content.php?catoid=1&navoid=44&bc=1.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center –
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.