I. Prefix & Number: ESP 421
II. Title: Characteristics and Inclusive Strategies for Students with ED, LD, and MR
III. Credit: 3 Hours
IV. Semester: Fall, 2005
V. Class Location & Time: CBC C 138, Tuesday & Thursday: 1:00–2:15 p.m.
VI. Instructor: Renee K. Van Norman, Ph.D.
VII. Office / Phone / Email: CEB 154 / 895-3329 renee.van_norman@ccmail.nevada.edu
VIII. Office Hours: Monday 4 – 7, Thursday 3 – 6, and by appointment
IX. Prerequisite Courses: Introduction to Special Education
X. Course Description:
This course introduces common characteristics and educational needs of students with emotional disturbance, learning disabilities, and/or mental retardation. Appropriate educational strategies will be discussed. Prerequisites: ESP 200 or other Introduction to Special Education course.

Council for Exceptional Children Program Standards Addressed in this Course
- Characteristics of Learners (Common Core 2)
- Assessment, Diagnosis, and Evaluation (Common Core 3)
- Instructional Content and Practice (Common Core 4)
- Communication and Collaborative Partnerships (Common Core 7)
- Professionalism and Ethical Practices (Common Core 8)
- Emotional/Behavioral Disorders (BD 1, 2, & 4)
  - Philosophical, Historical, and Legal Foundations in Special Education
  - Characteristics of Learners
  - Instructional Content and Practice
- Learning Disabilities (LD 1, 2, & 4)
  - Philosophical, Historical, and Legal Foundations in Special Education
  - Characteristics of Learners
  - Instructional Content and Practice
- Mental Retardation/Developmental Disabilities (MR 1, 2, 3, & 4)
  - Philosophical, Historical, and Legal Foundations in Special Education
  - Characteristics of Learners
  - Assessment, Diagnosis, and Evaluation
  - Instructional Content and Practice

XI. Course Objectives:
Knowledge
Upon completion of this course, the student will have acquired knowledge related to:
1. Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs. (CEC-CC4-K3)
2. Instructional and remedial methods, techniques, and curriculum materials. (CEC-CC4-K4)
3. Techniques for modifying instructional methods and materials.(CEC-CC4-K5)
4. Development of individual student programs working in collaboration with team members. (CEC-CC7-K3)
5. Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. (CEC-CC7-K4)
6. Current educational terminology and definitions of students with emotional/behavioral disorders (E/BD), including the identification criteria and labeling controversies, utilizing professional accepted classification systems, and current incidence and prevalence figures. (CEC-BD1-K1)
7. Major social characteristics of individuals with E/BD. (CEC-BD2-K2)
8. The effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions. (CEC-BD2-K3)
9. Research-supported instructional strategies and practices for teaching students with E/BD. (CEC-BD4-K3)
10. Current educational definitions of individuals with learning disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures. (CEC-LD1-K6)
11. The psychological characteristics of individuals with learning disabilities, including intelligence, perception, memory, thinking skills, and language development. (CEC-LD2-K3)
12. The relationship between individuals with learning disabilities and other associated conditions, including attention deficit disorder, attention deficit with hyperactivity, and dyslexia. (CEC-LD2-K4)
13. The social/emotional aspects of individuals with learning disabilities, including social imperceptiveness, juvenile delinquency, and learned helplessness. (CEC-LD2-K5)
14. The impact of language development on the academic and social skills of individuals with learning disabilities. (CEC-LD4-K2)
15. The impact of social skills on the lives of individuals who have learning disabilities. (CEC-LD4-K5)
16. Current educational definitions of students/individuals with mental retardation/developmental disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures. (CEC-MR1-K1)
17. Continuum of placement and services available for students with mental retardation/developmental disabilities. (CEC-MR1-K3)
18. Psychological characteristics of students with mental retardation/developmental disabilities, including cognition, perception, memory, and language development. (CEC-MR2-K4)
19. The social-emotional aspects of mental retardation/developmental disabilities, including adaptive behavior, social competence, social isolation, and learned helplessness. (CEC-MR2-K5)
20. Specialized policies regarding referral and placement procedures for students with mental retardation/developmental disabilities. (CEC-MR3-K5)
21. Approaches to create positive learning environments for individuals with special needs. (CEC-MR4-K3)

Skills
Upon completion of this course, the student will be able to:
1. Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs. (CEC-CC2-S1)
2. Evaluate supports needed for integration into various program placements. (CEC-CC3-S11)
3. Analyze and articulate current issues and trends in special education and the field of E/BD. (CEC-BD1-S1)
4. Articulate the factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with E/BD. (CEC-BD1-S2)
5. Articulate the factors that influence over-representation of culturally and linguistically diverse individuals in programs for individuals with learning disabilities. (CEC-LD1-S1)
6. Articulate the pros and cons of current issues and trends in special education and the field of learning disability. (CEC-LD1-S2)
7. Articulate the pros and cons of current issues and trends in special education and the field of mental retardation/developmental disabilities. (CEC-MR1-S1)
8. Articulate the factors that influence over-representation of culturally and linguistically diverse individuals in programs for individuals with mental retardation/developmental disabilities. (CEC-MR1-S2)
9. Describe and define general developmental, academic, social, career, and functional characteristics of individuals with mental retardation/developmental disabilities as they relate to levels of support needed. (CEC-MR2-S1)
Dispositions
Upon completion of this course, the student will display the following dispositions.
1. Communicate and consult with individuals, parents, teachers, and other school and community personnel.  (CEC-CC7-S2)
2. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs.  (CEC-CC8-S1)
3. Demonstrate proficiency in oral and written communication.  
   (CEC-CC8-S5)

XII. Resources

Required Texts:

Optional (but recommended) Texts & Forms:

Required Readings:
Required readings are indicated in the syllabus (tentative schedule). Articles that are available through the internet must be downloaded by the student. All other articles & papers will be made available through e-reserves.

XIII. Course Assignments and Grading Scale

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class attendance and participation (1&amp;2)</td>
<td>100</td>
</tr>
<tr>
<td>2. Applied Assignments (3)</td>
<td>100 (50/50)</td>
</tr>
<tr>
<td>3. Article Summaries/Papers (4)</td>
<td>20 (5/5/5/5)</td>
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<tr>
<td>4. Midterm (5)</td>
<td>25</td>
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<td>5. Final (6)</td>
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<td>6. Presentation (7)</td>
<td>30</td>
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<td>Total</td>
<td>300</td>
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Grading Scale

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<th>Number of points</th>
<th>Grade</th>
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<td>282 – 300</td>
<td>A</td>
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<tr>
<td>270 – 281</td>
<td>A –</td>
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<tr>
<td>261 – 269</td>
<td>B+</td>
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<tr>
<td>252 – 260</td>
<td>B</td>
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<td>240 – 251</td>
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<td>231 – 239</td>
<td>C+</td>
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<td>222 – 230</td>
<td>C</td>
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<td>210 – 221</td>
<td>C-</td>
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<tr>
<td>180 – 209</td>
<td>D</td>
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<tr>
<td>Or below</td>
<td>F</td>
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</tbody>
</table>
1. **Attendance:** Most class sessions will have in-class experiences that are required for success in this course. Evaluation is based upon attendance and participation during class meetings, and upon demonstration of required knowledge and skills. Unexcused absences are not permitted. Each unexcused absence will result in the automatic lowering of the final grade by 15 points. For an absence to be excused the instructor must be contacted by email or phone prior to the missed class and the student must explain the specific reason for the absence. Only legitimate reasons will be accepted for excused absences (e.g., illness, car accident, death in the family).

2. **Lateness and Leaving Class Early:** Please come to class on-time and stay for the entire class. If you are going to be late for class by more than 15 minutes, notify the instructor. Points from students’ final grades may be deducted for coming to class late or for leaving class early.

3. **Applied Assignments:** Students are expected to complete 2 applied assignments for this course. The student may choose from the following options:

   **Applied Assignment 1:**
   - Task Analysis
   - Response Card Activity
   - Guided Notes
   - Peer Tutoring

   **Applied Assignment 2:**
   - SAFMEDS
   - Classroom Management/Behavior Change Program
   - Preference Assessment
   - Activity Schedule

   The details of these assignments will be discussed in class.

   **Note:** Applied assignments may include practicum hours (to be determined).

4. **Article Summaries/Papers:** Students are expected to complete 4, 1-page papers (article summaries/position papers). Some papers will be take-home, while other papers will be written during class time. Article summaries and paper writing assignments are indicated in bold on the tentative class schedule. The structure/expectations for each assignment will be provided.

5. **Midterm:** Students are expected to complete a midterm examination on the date specified in the syllabus. The midterm exam format will be multiple choice/short answer/essay and will cover readings and in-class activities from 8/30 to 10/13. A study guide and review session will be provided.

6. **Final:** Students are expected to complete a final examination on the date specified in the syllabus. The final exam format will be multiple choice/short answer/essay and will cover readings and in-class activities from 8/30 to 11/29. A study guide and review session will be provided.

7. **Presentation:** Students are expected to complete a presentation (length to be determined) on a teaching strategy for students with LD, MR, or ED. More details of this assignment will be provided in class.

Points will be deducted for late work. Work will not be accepted more than two weeks after the due date. Assignments will be evaluated using a grading rubric. Assignments completed outside of class must be typed or word-processed with correct syntax, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.
SPECIAL NOTES

Instructional Methods:
A variety of instructional methods will be utilized in this course. Included among them are lecture, discussion, small group and independent content-application activities. Access to the internet is a critical component for success in this course. Please see the instructor if you need assistance finding computer access.

Disability Statement:
The UNLV Disability Resource Center (DRC) coordinates all academic accommodations for students with 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), Room 137. Their numbers are: (702) 895-0866/Voice; (702) 895-0652/TDD; and (702) 895-0651/Fax. For additional information please visit http://www.unlv.edu/studentlife.drc.

Academic Integrity Statement:
UNLV and the College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the handbook of regulations governing probation and suspension within the College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101) or the Office of the Dean of the College of Education (CEB 301).

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Religious Holidays:
It is UNLV’s policy to give students who miss class because of observance of religious Holidays the opportunity to make up missed work. Students are responsible for notifying the professor no later than the last day of registration for the semester or summer term of plans to observe the Holiday.

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. Thank you.
<table>
<thead>
<tr>
<th>Date</th>
<th>Tues/Thurs</th>
<th>In-class Topic</th>
<th>Assignment(s) Due Next Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Tues (1)</td>
<td>Introduction, Course Overview, Expectations, &amp; Syllabus</td>
<td>Read Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>9/1</td>
<td>Thurs (2)</td>
<td>Perspectives on Disability, Historical Perspectives and Contexts</td>
<td>Read Chapters 3 &amp; 4</td>
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<td>Prepare for Interteach</td>
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<tr>
<td>9/6</td>
<td>Tues (3)</td>
<td>Issues in Assessment and Identification/Issues in Curriculum and Instruction</td>
<td>Read Chapter 5</td>
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<td>*Fuchs &amp; Fuchs</td>
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<tr>
<td>9/8</td>
<td>Thurs (4)</td>
<td>Issues in Placement</td>
<td>Read Chapter 6</td>
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<td>In class activity: *Think/Write Position Paper on Inclusion</td>
<td>* Heward &amp; Dardig (2001)</td>
</tr>
<tr>
<td>9/13</td>
<td>Tues (5)</td>
<td>Characteristics of Learners with MR</td>
<td>Read :Test, Spooner, Keul,</td>
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<td>Grossi (1990) (reserve)</td>
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<td>9/15</td>
<td>Thurs (6)</td>
<td>Strategies for Learners with MR</td>
<td>Read Chapter 7</td>
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<td>In class activity: TBA</td>
<td>* Heward (1997)</td>
</tr>
<tr>
<td>9/20</td>
<td>Tues (7)</td>
<td>Characteristics of Learners with Mild Disabilities</td>
<td>*Wood &amp; Heward</td>
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<td>Good Noise!!!</td>
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<tr>
<td>9/22</td>
<td>Thurs (8)</td>
<td>Strategies for Learners with Mild Disabilities</td>
<td>* Miller, Barbetta, &amp; Heron</td>
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<tr>
<td></td>
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<td>(1994)</td>
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<td>9/27</td>
<td>Tues (9)</td>
<td>Peer Tutoring</td>
<td>Read Chapter 8</td>
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<td>9/29</td>
<td>Thurs (10)</td>
<td>Characteristics of Learners with Emotional or Behavioral Disorders</td>
<td>Applied Assignment 1Due</td>
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<td>10/4</td>
<td>Tues (11)</td>
<td>Strategies for Learners with Emotional or Behavioral Disorders</td>
<td>Chapter 9</td>
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<tr>
<td>10/6</td>
<td>Thurs (12)</td>
<td>Characteristics of Learners with Other Disorders &amp; Conditions</td>
<td>*Peterson, Neef, Van Norman &amp;</td>
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<td></td>
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<td>Ferrari (2005) hint see Study ’s</td>
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<td>10/11</td>
<td>Tues (13)</td>
<td>Strategies for Learners with Other Disorders &amp; Conditions &amp; Conditions</td>
<td>Read Chapter 10</td>
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<td>Think/Write Assignment</td>
<td>Prepare responses to chapter</td>
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<td>questions</td>
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<td>10/13</td>
<td>Thurs (14)</td>
<td>Steps in Applied Assignment 2</td>
<td>Choose Applied Assignment 2 Topic</td>
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<td>10/18</td>
<td>Tues (15)</td>
<td>Midterm Review Session</td>
<td>STUDY!!!</td>
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<td>10/20</td>
<td>Thurs (16)</td>
<td>Midterm</td>
<td>Readings TBA</td>
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<td>10/25</td>
<td>Tues (17)</td>
<td>Guest Lecturer: Dr. Tincani</td>
<td>Read ***Online materials</td>
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<td>10/27</td>
<td>Thurs (18)</td>
<td>Language Learning Strategies</td>
<td>Readings TBA</td>
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<tr>
<td>11/1</td>
<td>Tues (19)</td>
<td>Academic Learning Characteristics/Assessment Techniques</td>
<td>*Shippen, M. E., Simpson, R. G.,</td>
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<td>11/3</td>
<td>Thurs (20)</td>
<td>FBA Process</td>
<td>Read Chapter 13</td>
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<td>Applied Assignment 2</td>
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<tr>
<td>11/8</td>
<td>Tues (21)</td>
<td>Social-Emotional Characteristics</td>
<td>Reading: Student selected article &amp; Summary</td>
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<td>11/10</td>
<td>Thurs (22)</td>
<td>Social Skills Strategies</td>
<td>Prepare for Presentations</td>
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<tr>
<td>11/15</td>
<td>Tues (23)</td>
<td>Presentation Workshop</td>
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<td>11/17</td>
<td>Thurs (24)</td>
<td>Presentations</td>
<td>Feedback Form</td>
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<td>11/22</td>
<td>Tues (25)</td>
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<td>11/24</td>
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<td>THANKSGIVING</td>
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<td>11/29</td>
<td>Tues (26)</td>
<td>Presentations</td>
<td>Feedback Form</td>
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<td>12/1</td>
<td>Thurs (27)</td>
<td>Review Session</td>
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<tr>
<td>12/13</td>
<td>Tues (28)</td>
<td>Final Exam</td>
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Supplemental Readings & Due Dates

9/8
Articles can be found by going to: (www.prenhall.com/heward, click on Exceptional Children (icon), Chapter 2, Profiles & Perspectives

9/13

9/15

9/20

9/22
Paper can be found at: http://education.osu.edu/wheward/courses/831/GoodNoise2004.pdf

9/27

10/11

10/27
Online links will be provided in class

11/3

Article can be found at: http://journals.sped.org/ec/archive_articles/VOL_35NO_5MAYJUNE2003_TEC_Article-5.pdf

11/10
A social skills training article can be selected from the following on-line journal websites or from the list of suggested articles:

Exceptional Children http://journals.sped.org/index.cfm?fuseaction=ec_toc
TEACHING Exceptional Children http://journals.sped.org/index.cfm?fuseaction=tec_toc
Journal of Applied Behavior Analysis http://seab.envmed.rochester.edu/jaba/
Suggested Articles For Social Skills Assignment:


Additional Resources:


Nevada Department of Education
Special Education Rights of Parents and Children (23 pages)
Individualized Educational Program (IEP)
Guidelines – 23 pages
Form – 10 pages
Available: http://www.nde.state.nv.us/iepta.html
*IEP Accommodation Form for the Nevada Proficiency Examination Program – 2004-2005 School Year
*IEP Accommodation Program – Proficiency Testing Record for Limited English Proficient Students – 2004-2005 School Year


*Electronic materials can be important for students with disabilities. *Teaching Exceptional Children, 34*(2), 87.


Website: Technology: http://www.ldonline.org/ld_indepth/technology/technology.html


*Specific learning disabilities. The Individuals with Disabilities Education Act of 1997. 34 C.F.R. Sections 300.540-300.543.


