“Preparing Professionals for Changing Educational Contexts”

Department of Special Education
College of Education, University of Nevada, Las Vegas

Prefix & Number: ESP 444
Title: Special Education Techniques in Regular Classrooms
Credit: 3 hours
Semester: Fall 2003
Instructor: Dr. Lori Navarrete
Office Location: CEB 153A
Class Time/Location: Monday 4:00-6:30 p.m. TBE-B170
Office Hours: Wednesdays 10:00 a.m.-4:00 p.m.
Also by appointment
Telephone: 702-895-2966 (office) email: navarret@unlv.edu
Prerequisite Course(s): None

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 Guidelines addressed

1. Philosophical, Historical, and Legal Foundations of Special Education
2. Characteristics of Learners
3. Assessment, Diagnosis, and Evaluation
4. Instructional Content and Practice
5. Planning and Managing the Teaching and Learning Environment
6. Managing Student Behavior and Social Interaction Skills
7. Communication and Collaborative Partnerships
8. Professionalism and Ethical Practices

Course Objectives:

Knowledge

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

1. Trace the history of special education and changing attitudes toward students with disabilities (CEC CC1.K1,2)
2. Demonstrate knowledge of basic definitions, etiologies, and behavioral characteristics and educational needs of major exceptionalities including: mental retardation, giftedness, orthopedic and other health impairments, blind and visual impairments, deafness and hard of hearing, communication handicaps, emotional disturbance, learning disabilities (CEC CC1,K3,CC2 K1,2,4,7).
3. Describe governmental policies and regulations and court decisions affecting programming for exceptional children, with special emphasis given to an in-depth analysis of the implications and implementation of PL 94-142,105-17 Section 504 and other legal mandates (CEC CC1,K4,5).
4. Describe assessment and measurement issues, methodologies and instruments affecting both the placement of, and programming for, exceptional children(CEC CC3,K1-9).
5. Discuss program options for students with disabilities in the education system (CEC CC3,K9).
6. Discuss the legal aspects of the involvement of General educators in the IEP process and special education (CEC CC7,K1-5, CEC CC4,S3).
7. Discuss a variety of instructional techniques, strategies, and content modifications frequently used with students who have disabilities and are placed in the General classroom (CEC CC7,K1-5).
8. Discuss specific guidelines within the Nevada Administrative Code for Special Education Programs.
9. Discuss professional behavior and ethical practices.
10. Describe the influence culture, family and environment play on disability
11. Describe how collaboration impacts educational programming for students with disabilities(CEC CC7,K1-5)

Skills

Upon completion of the course the candidate will:

1. Explain the concept of least restrictive environment, mainstreaming, and inclusion and the current impact on the inclusion of students with disabilities in the General classroom (CEC CC5,S8).
2. Identify support levels and specific support services available to those with varying disabilities in schools and society(CEC CC2,S1).
3. Compare and contrast various team approaches (MDT, IDT, TDT) and the trend toward collaboration and consultation(CEC CC7,S6).
4. Describe assistance teams available to teachers in General classrooms (CEC CC7,S1-5).
5. Identify curriculum approaches that promote inclusion of students in General education settings(CEC CC5,S2,5).
6. Identify parent and other stakeholders’ perspectives on inclusion, team approaches, and how to promote effective collaboration (CEC CC7,S1-5).
7. Trace the changing attitudes toward students with handicaps.
8. Describe assessment and measurement issues, methodologies and instruments affecting both the placement of, and programming for, exceptional children(CEC CC3,S1-5, S9).
9. Identify and describe the legal mandates for parental involvement in educational programs and specific techniques for the development of home-school programs (CEC CC1,S2,).
10. Compare various parent and community involvement programs applicable to specific disabilities(CEC CC7,S1-5).
11. Describe general methods of classroom management to include environmental strategies, behavioral interventions, and issues related to organization of time, instruction, technology, and materials (CEC CC5,S1-7).

13. Demonstrate the impact of cultural and linguistic diversity on Special Education programming (CEC CC2,S1).

14. Articulate a personal philosophy of special education and its relationship with general education (CEC CC1,S1).

15. Articulate the concept of difference and how this impacts school programming, curriculum adaptations, families, and assessment (CEC CC7,S7, CEC2, S1,)

16. Write learning and IEP objectives for individual students (CEC CC4,S2,3)

**Dispositions**

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

1. Reflect on the value of students with disabilities.
2. Reflect on the need for individualized education that occurs in the least restrictive environment
3. Reflect on the legal and legislative actions that have created and supported special education
4. Reflect on the ethical situations in special education
5. Reflect on how programming and assessment are effected by the individual characteristics of children.
6. Reflect how culture and ethnicity impact learning
7. Reflect on how families, environments, and individual needs affect student learning
8. Reflect on the importance of participation in special education team planning.

**Required Text**


**Assignments, evaluation procedures, and grading policy**

1. Participation (15%)
   This portion of your grade is based on attendance and in-class participation. It is important that you are in class, on time, and for the entire time. There will be several group activities in which your team will be counting on your participation. On selected days, in-class activities will be collected and/or quizzes administered as a means of formative evaluation – to check your level of understanding and to determine if you are keeping up with the readings. These periodic checks will be incorporated into your participation grade.

2. Two Teacher Interviews (10%)
You will interview one general education teacher and one special education teacher about their experiences working with students who have disabilities and their ideas about inclusion.

3. Experience Project (25%)
Students will choose one of the following options for their experience project. The experience should culminate in a short paper discussing what the project was, how it related to course content, and how it might impact students’ future work with students with disabilities. Further guidelines for each experience are listed below. Students must select their choice by the third session.

Choice One: Personal Perspective
Students who choose to gain a personal perspective of what it is like to be a person with a disability will choose one disability from the approved list (blindness, deafness, physical impairment, emotional disturbance) and spend a minimum of 8 hours experiencing the disability. The 2-3 page paper should include a description of the disability and where it was experienced, accessibility issues, acceptance issues, and empathy gained. The overall experience should be related to course information and how you will use information gleaned from the experience in your future work as teacher. Further guidelines will be provided in class.

Choice Two: Observation
Students who choose to observe students with disabilities in a public or preschool setting must spend a minimum of 10 hours in the classroom. In order to do this project, students must have approval from the school district or preschool ahead of time. Students will keep a log of time spent, including teacher signature, and notes on activities, setting, students (no names please). Further guidelines will be provided in class.

Choice Three: Volunteer
Students may choose to volunteer to work with adults with developmental disabilities in the community. The City of Las Vegas has a program through which you may volunteer, or you may find a group home or other organization on your own. Students must spend a minimum of 10 hours in the volunteer experience. Students will keep a time log, including signature, notes of activities and settings, and information about the adults in the program (no names please). Further guidelines will be provided in class.

Choice Four: Buddy Project
Students who choose the buddy project will spend a minimum of 10 hours with their buddy in the community during the semester. Buddies may be children or adults with disabilities. A journal chronicling the activities of each outing should be kept. A 1-2 page paper describing the overall experience, as well as accessibility issues, acceptance issues, and relating the experience to course content will also be required and how you will use information gleaned from the experience in your future work as teacher. Further guidelines will be provided in class.

4. Three Exams (50%)
There will be three (3) exams during the semester. The final exam will count as the third exam and it will not be comprehensive.

* Summary of Grade Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>15%</td>
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<tr>
<td>Two Teacher Interviews</td>
<td>10%</td>
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<tr>
<td>Experience Project</td>
<td>25%</td>
</tr>
<tr>
<td>Three Exams</td>
<td>50%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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Administrative Requirements

1. Regular attendance and participation in class activities are critical components of the learning objectives outlined in this course. You will be expected to do the following: attend each session, read the assigned readings prior to each session, actively participate in individual and/or collaborative in-class activities, and engage in discussions. In-class activities and/or quizzes will be collected on occasion and count toward a final participation grade. You will not be able to earn points for missed in-class activities. A pattern of tardiness will result in points deducted for attendance.

2. All assignments are due at the beginning of class on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late.

3. If a situation arises and you know ahead of time that you will have to miss a class, it is your responsibility to do the following: contact me ahead of time; arrange for a peer to pick up assignments and take notes (or arrange to talk or meet with me prior to the next session), and turn in any assignments that are due on that day ahead of time. If you know you are going to be absent during an exam, you must make arrangements with me to take the exam ahead of time. If you are absent during an exam day, you must contact me to take the exam before the next class session.

4. All assignments MUST be typed and double-spaced. Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style where appropriate. This excludes assignments presented in a technology-based format (e.g., web-quest or Power Point).

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
</tr>
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<tbody>
<tr>
<td>8/25</td>
<td>Session 1</td>
</tr>
<tr>
<td></td>
<td>Course Overview</td>
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<tr>
<td></td>
<td>* Introduction to Inclusive Teaching</td>
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<tr>
<td></td>
<td>Readings: Chapter 1</td>
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<tr>
<td>9/1</td>
<td>Labor Day - No Class</td>
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</tbody>
</table>
9/8  Session 2
* Introduction to Inclusive Teaching
* Collaboration: Partnerships and Procedures
Readings: Chapter 1, 2

9/15  Session 3
* Collaboration: Partnerships and Procedures
Readings: Chapter 2 and TBA
**Due: Teacher Interviews**

9/22  Session 4
* Teaching Students with Higher Incidence Disabilities
Readings: Chapter 3 and TBA

9/29  Session 5
* Teaching Students with Higher Incidence Disabilities
Readings: Chapter 3 and TBA

10/6  Session 6
* Teaching Students with Higher Incidence Disabilities
Readings: Chapter 3 and TBA

10/13  Session 7
Exam One (1)
We will meet the entire session unless otherwise announced

10/20  Session 8
* Teaching Students with Other Special Learning Needs
Readings: Chapter 5 and TBA

10/27  Session 9
* Effective Instruction for all Students
Readings: Chapters 6, 8, 10, 11
**Due: Experience Project**

11/3  Session 10
* Effective Instruction for all Students
Readings: Chapters 6, 8, 10, 11

11/10  Session 11
Exam Two (2)
We will meet the entire session unless otherwise announced

11/17  Session 12
* Effective Instruction for all Students
* Assessment: Testing Considerations for Students with Special Needs
  Readings: Chapter 12

11/24 Session 13
* Teaching Students with Lower Incidence Disabilities
  Readings: Chapter 4

12/1 Session 14
* Teaching Students with Lower Incidence Disabilities
  Readings: Chapter 4

12/8 Session 15
Final Exam (Exam Three [3])
Learning Enhancement Services (LES)
Learning Enhancement Services (LES) houses Disability Services, Tutoring Services, and Learning Strategies. If you have a documented disability that may require assistance, you will need to contact LES for coordination in your academic accommodations. LES is located in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 702-895-0652. You may also visit our website at: http://www.unlv.edu/studentlife/les

Academic Integrity Statement
UNLV and its 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).

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 instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of 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 approved 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.
Rubric for Experience Project
ESP 444

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Content</th>
<th>Format/Mechanics of Paper</th>
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</thead>
<tbody>
<tr>
<td>Target: Exemplary</td>
<td>A</td>
<td>• Evidence of maximum hours and/or interviews completed</td>
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<tr>
<td></td>
<td></td>
<td>• Interview and/or observation notes recorded and turned in</td>
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<td></td>
<td></td>
<td>• Synopsis/Reflection exceeds expectations in quality and quantity</td>
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<td></td>
<td></td>
<td>• consistent organization</td>
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<tr>
<td></td>
<td></td>
<td>• flows smoothly, easy to follow</td>
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<tr>
<td></td>
<td></td>
<td>• free of major typographical errors (&lt;3)</td>
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<tr>
<td></td>
<td></td>
<td>• free of multiple spelling errors (&lt;3)</td>
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<tr>
<td>Acceptable</td>
<td>B-, B, B+</td>
<td>• Evidence of assigned hours and/or interviews completed</td>
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<td></td>
<td></td>
<td>• Interview and/or observation notes recorded and turned in</td>
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<td>• inconsistent organization</td>
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<td>• paper is difficult to follow</td>
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<td>• paper has 3-4 typographical or spelling errors</td>
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<tr>
<td>Unacceptable</td>
<td>C or below</td>
<td>• No or minimal evidence of assigned hours and/or interviews completed</td>
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<td>• Interview and/or observation notes not recorded or incomplete; and/or turned in</td>
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<td></td>
<td>• Synopsis/Reflection fails to meet expectations in quality and quantity</td>
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<td></td>
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<td>• no logical sequence and order; very difficult to read and follow</td>
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<tr>
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<td></td>
<td>• poor grammar, spelling, mechanics, multiple typographical errors (&gt;4)</td>
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<tr>
<td></td>
<td></td>
<td>• synopsis is hand-written</td>
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