“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: Spring 2004
Instructor: Nicole Dobbins
Office Location: CEB 148
Class Time/Location: BHS 134; Tuesday, 4:00 – 6:30pm
Office Hours: TBA
Telephone: 702-895-1075 (office)
email: Nicole_dobbins@interact.ccsd.net

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
impairedments, 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. Develop and discuss professional behavior and ethical practices.

10. Describe how collaboration impacts educational programming for students with disabilities(CEC CC7,K1-5)

11. Develop a personal philosophy of special education and its relationship with general education.

**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**

**Current & Classical References**


Individuals With Disabilities Education Act, P. L. 105-17. (§1414 (d) (3) (B) (I)). (§1451 (a) (6) (H)). (1997).


**Internet Resources**
The Council for Exceptional Children: [http://www.cec.sped.org](http://www.cec.sped.org)
Inclusive Education: Legal requirements and court cases: [http://www.uni.edu/coe/inclusion/legal/](http://www.uni.edu/coe/inclusion/legal/)
Assignments, evaluation procedures, and grading policy

1. Participation (100pts)
   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 session. There will be several group activities in which your team will be counting on your participation. Consistent attendance is required, and participation in class readings and discussion is expected. Each student is expected to read assigned material prior to class and participate in class discussions. Quizzes may be given as periodic checks and will be incorporated into your final grade.

2. Weekly Reflections (65pts)
   Each student is required to maintain weekly reflections on assigned reading &/or supplemental materials. As you read each assigned reading, you will keep a log of passages from each chapter assigned. Reflections should include an explanation of what was noteworthy about the chapters or a selected passage, in other words your reaction to the material presented in text. How can you use the information in your professional career? What issues are difficult for you to understand? What did you find interesting? We will be participating in groups at the beginning of each class. Reflections are due at the beginning of class. Students are expected to respond to at least 2 chapter objectives per week, along with personal reflections.

3. Two Teacher Interviews (50pts)
   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. The interview must be conducted in person. A narrative of the interview and reflection will be turned in.

4. Curriculum Adaptation (50pts)
   Each student will complete and present a curriculum adaptation. This adaptation will be for a particular student with a specific disability during a specific lesson in class. The material must include a lesson plan to implement during a general education class. Students will present adaptation in class and provide all class members with copy of the lesson plan.

5. Statement of Philosophy (50pts)
   This activity provides the student an opportunity to define and refine their professional philosophy a professional educator with particular attention to issues related to the education of individuals with exceptional learning needs. Guidelines for this activity will be presented in class. Students will be completing two philosophy statements during the course of the semester. The first statement will be completed at the start of the semester and the second will be due at the end of the semester.
6. Experience Project (75pts)
Students will choose one of the following options for their experience project. The experience should culminate in a short paper, 2-3 pages, unless otherwise stated, 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.

7. Two Exam (200pts)
There will be two exams during the semester.

8. Portfolio Notebook (50pts)
Students are required to keep a notebook of the collaborative instructional interventions, ideas, and strategies presented in class. The notebook will include class notes, materials from the textbook and handouts, as well as other resources. The notebook will be typed or neatly handwritten and organized into topic areas. This is to be a PROFESSIONAL resource document your preparedness to collaborate in the development and implementation of appropriate instruction for learners with exceptional needs.

* Summary of Grade Distribution

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>100pts</td>
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<tr>
<td>Weekly Reflections</td>
<td>65pts</td>
</tr>
<tr>
<td>Two Teacher Interviews</td>
<td>50pts</td>
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<tr>
<td>Philosophy Statement</td>
<td>50pts</td>
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<tr>
<td>Experience Project</td>
<td>75pts</td>
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<tr>
<td>Curriculum Adaptation</td>
<td>50pts</td>
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<tr>
<td>Two Exams</td>
<td>100pts</td>
</tr>
<tr>
<td>Portfolio</td>
<td>60pts</td>
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<tr>
<td>Total Points Possible</td>
<td>550pts</td>
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</tbody>
</table>

A 94-100  
A- 90- 93  
B+ 88- 89  
B 84- 87  
B- 80- 83  
C+ 78- 79  
C 74- 77  
C- 70- 73  
D+ 68- 69  
D 64- 67  
D- 60- 63  
F Below 60

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 frequently and count toward a final participation grade. You will not be able to earn points for missed in-class activities. You will earn 5pts for each class session. A pattern of tardiness will result in points deducted for attendance. The instructor is not responsible for providing information missed in class due to absence. You are responsible for all notes, materials and handouts covered in class.

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, or ahead of time. Students will not be allowed to make up an exam if absent on day given, unless the absence was excused prior. 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. Make-up exams will be allowed only for excused absences by the professor and must be completed within one week of the missed testing date.

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).

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**Tentative Class Schedule (*subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20</td>
<td><strong>Session 1</strong></td>
</tr>
<tr>
<td></td>
<td>Course Overview</td>
</tr>
<tr>
<td></td>
<td>* Introduction to Inclusive Teaching/Foundation for Educating Students with special needs</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 1</td>
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<tr>
<td>1/27</td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td></td>
<td>* Introduction to Inclusive Teaching</td>
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<tr>
<td></td>
<td>* Collaboration: Special Education Procedures and Services</td>
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<tr>
<td></td>
<td>Readings: Chapter 1, 2</td>
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<tr>
<td>2/3</td>
<td><strong>Session 3</strong></td>
</tr>
<tr>
<td></td>
<td>* Introduction to Inclusive Teaching</td>
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<tr>
<td></td>
<td>* Collaboration: Professional Partnerships and Procedures</td>
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<tr>
<td></td>
<td>Readings: Chapter 1, 2, 3</td>
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<tr>
<td>2/10</td>
<td><strong>Session 4</strong></td>
</tr>
<tr>
<td></td>
<td>* Planning Instruction By Analyzing Classroom and Student Needs</td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 4</td>
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<tr>
<td></td>
<td><strong>Due: Teacher Interviews</strong></td>
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</tbody>
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2/17  Session 5
* Teaching Students with Low-Incidence Disabilities
Readings: Chapter 5 and TBA

2/24  Session 6
* Teaching Students with High-Incidence Disabilities
Readings: Chapter 6 and TBA

3/2   Session 7
* Teaching Students with Disabilities
Readings: Chapter 7 and TBA

3/9   Session 8
Midterm Exam

3/16  Session 9
* Assessing Student Needs
Readings: Chapter 8 and TBA

3/23  Session 10
* Instructional Adaptations
Readings: Chapters 9
Due: Experience Project

3/30  Session 11
* Strategies for Independent Learning
Readings: Chapters 10

4/6   Spring Break

4/13  Session 12
* Evaluating Student Learning
Reading: Chapter 11

4/20  Session 13
* Responding to Student Behavior
Readings: Chapter 12

4/27  Session 14
* Approaches for building Social Relationships
Readings: Chapter 13

5/4  Session 15
  * Presentations

5/11  Final exam
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>
</tr>
</thead>
</table>
| **Target: Exemplary** | • Evidence of maximum hours and/or interviews completed  
• Interview and/or observation notes recorded and turned in  
• Synopsis/Reflection exceeds expectations in quality and quantity | • consistent organization  
• flows smoothly, easy to follow  
• free of major typographical errors (<3)  
• free of multiple spelling errors (<3) |
| **A** | 100-90 | |
| **Acceptable** | • Evidence of assigned hours and/or interviews completed  
• Interview and/or observation notes recorded and turned in  
• Synopsis/Reflection meets expectations in quality and quantity | • inconsistent organization  
• paper is difficult to follow  
• paper has 3-4 typographical or spelling errors |
| **B-, B, B+** | 89-80 | |
| **Unacceptable** | • No or minimal evidence of assigned hours and/or interviews completed  
• Interview and/or observation notes not recorded or incomplete; and/or turned in  
• Synopsis/Reflection fails to meet expectations in quality and quantity | • no logical sequence and order; very difficult to read and follow  
• poor grammar, spelling, mechanics, multiple typographical errors (≥4)  
• synopsis is hand-written |
| **C or below** | 79 – and below | |