Course Prefix and Number: ESP 444
Course Title: Special Education Techniques in the Regular Classroom
Credit Hours: 3
Semester: Fall, 2003
Instructor: Dr. Sherri Strawser
Class Time: Tuesday and Thursday 10:00 – 11:15 a.m.
Class Location: BEH 222
Office Hours: T, W, Th: 2-3:30 p.m. by appointment, please
Telephone: 895-1109 e-mail: strawser@unlv.edu
Prerequisites: none
Course Description: Exploration of techniques/principles commonly employed in special education and their usefulness to general education teachers, recreation personnel, parents, and others who work with students with disabilities in general education settings.

Course Overview:

The education of those with diverse learning needs is undergoing dramatic changes and simultaneously changing the ways in which we, as their teachers, will view our responsibilities. Within our own experiences, these initiatives are becoming more and more apparent and we often find ourselves considering the implications for our own practice as educators.

Historically, our educational system has segregated certain groups of students from one another, based on their gender, race, ability, disability, experience, or ethnicity--factors often determined by arbitrary and preconceived ideas of acceptability and excellence. In the process, their teachers and other educational professionals have also been separated from one another. Whether or not this is acceptable, let alone effective, practice is open for discussion. If it is not, then as educators we have a responsibility to create a place where all learners are respected for their individual abilities and diverse learning styles—a process that may require a reconsideration of traditional notions of teaching. If we accept this challenge, then we must not only be well-prepared as to the content and process of teaching and grounded in the belief that all students can learn, but also be committed to the belief that we, as colleagues, share this responsibility.

We can become active participants in changing an unacceptable paradigm of segregation and creating new models of collaboration and cooperation in a democratic society. For these changes to be both successful and farsighted we, as educators engaged in the reform of educational practice, must share a common vision. We must learn to trust the expertise and diverse perspectives of one another before we even begin to ask our students to do the same.

Our ultimate goal is to create classrooms in which future citizens can learn to respect individual differences, value diversity, and get along with one another. This course provides a safe environment in which to explore this agenda as issues of collaboration with colleagues and parents, as well as equitable access to knowledge and evaluation practices will permeate all our conversations.

Course Goal:
To provide students with knowledge and experiences that will be instrumental in understanding, accepting, and addressing the challenges posed by students with exceptional learning needs in your classrooms.
CEC Standards Addressed:

- Standard 1 • Philosophical, Historical, and Legal Foundations of Special Education
- Standard 2 • Characteristics of Learners
- Standard 3 • Assessment, Diagnosis, and Evaluation
- Standard 4 • Instructional Content and Practice
- Standard 5 • Planning and Managing the Teaching and Learning Environment
- Standard 6 • Managing Student Behavior and Social Interaction Skills
- Standard 7 • Communication and Collaborative Partnerships
- Standard 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 C3, 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 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 this course, the student 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).
12. Demonstrate the impact of cultural and linguistic diversity on Special Education programming (CEC CC2, S1).
13. Articulate a personal philosophy of special education and its relationship with general education (CEC CC1, S1).
14. Articulate the concept of difference and how this impacts school programming, curriculum adaptations, families, and assessment (CEC CC7.S7, CEC2, S1.)
15. 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 affected 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.

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:
The Council for Exceptional Children: http://www.cec.sped.org
Association for Retarded Citizens: http://www.thearc.org/
Inclusive Education: Legal requirements and court cases: http://www.uni.edu/coe/inclusion/legal/
Information about inclusive / special education resources:
http://www.familyvillage.wisc.edu/education/inclusion.html
National Center for Learning Disabilities: http://www.ncld.org/
Course activities / requirements:

In order to meet the goal and objectives of this course and also provide you with specific teaching and collaborative strategies, the class will meet in both large and small groups of 4-6 persons, based either on your acquaintances, your future area of certification, your desire to collaborate with others outside your area of specialization, or some other factor. The choice is yours. Class activities will involve the WebCT site, where announcements, the syllabus, additional session information, case studies, and additional resources will be posted. Use of WebCT will enable you to participate in threaded discussions with the other members of your group outside of class times.

The following activities/requirements are designed to incorporate your own experiences and expertise, as well as your understanding and interpretation of the literature (readings), into educational planning for students with exceptional and diverse learning needs. Class activities and requirements will result in products that you may choose to include in your professional portfolio to document your preparedness to collaborate in the development and implementation of appropriate instruction for learners with exceptional needs.

Informed, timely, and consistent participation

The success of this class depends on our collective attendance and consistent participation. Punctuality is also expected, and students are expected to remain for the entire class period. Informed participation in discussions and activities is also an essential part of this process. Contributions should be based on the readings, literature, collaboration and conversations with peers and mentors, and your own experience.

Case Studies (Small Group Activity)

There will be two case studies—one on each of the following learning differences: Cognitive and Behavioral/Emotional. These assignments will enable you to consider each student/situation with your Study Group and propose potential courses of action. The cases and related information will be posted on the WebCT site.

Mid-Term

The Mid-Term Activity provides an opportunity for you to ensure that your knowledge of the field of Special Education and issues related to individuals with disabilities is sufficient for you to engage in informed conversations and activities regarding specific types of types of disabilities and the implications for you, as a teacher in a general education classroom, in the future. This activity requires thoughtful and careful reading of the resources provided. The Mid-Term activity must be taken on the date and time indicated. Failure to do so, without an excuse from the instructor, will result in a zero score on the missed exam.

Low-Incidence Disabilities (Small Group Activity)

There are several categories of Low-Incidence Disabilities, as well as groups of students considered "at-risk." Your small group will select one Low-Incidence or "at-risk" group to explore in depth and present your findings to the entire class.

Statement of Philosophy:

This activity provides an opportunity for you to refine your professional philosophy as a professional educator with particular attention to issues related to the education of individuals with exceptional learning needs. Guidelines for the philosophy are included in the syllabus. (Accepted following Mid-Term activity; final due date: 11/20)

Experience Project:

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 on a subsequent page. Students must select their choice by the second week.
**Summative activity:**
This final summative activity provides you with the opportunity to integrate your knowledge, personal and professional beliefs, and expertise/experience regarding diverse learners in our nation's schools. This is an "open-book" activity designed to prepare you for

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Informed, timely, and consistent participation</td>
<td>Evaluation will be judged by the student’s attendance record as well as subjective judgment by the instructor according to the thoroughness and thoughtfulness of questions posed and responses in class discussions.</td>
<td>10 %</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Accurate and comprehensive written responses to questions on cases and inclusion of the required components.</td>
<td>2 @ 5% each = 10%</td>
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<tr>
<td>Experience project</td>
<td>Attached rubric</td>
<td>25%</td>
</tr>
<tr>
<td>Low-Incidence Disabilities group activity</td>
<td>Accuracy, thoroughness, and organization of written product; enthusiastic, creative presentation</td>
<td>10% for written portion + 5% for presentation = 15%</td>
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<tr>
<td>Statement of Philosophy</td>
<td>Evidence of reflection, knowledge, and integration of the literature / coursework and experience with diverse learners; written product shows organization of ideas, clarity of expression, excellent writing mechanics (grammar, spelling, punctuation)</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Term and Summative activities</td>
<td>Knowledge of course content from assigned reading evaluated by performance on activities</td>
<td>2 @ 15% each = 30%</td>
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**Grading Policy and Instructional Methods:**

A combination of lecture, classroom discussion, and outside study / practical application will be used in this course.

Points will be deducted for late work. Assignments submitted after the due date, but during the same week, will be accepted with a 5% penalty from the total points for the assignment. Work that is submitted after the week in which it is due will be subject to a 25% penalty. Assignments will not be accepted more than two weeks after the due date. An incomplete for the course will be given only in medical or emergency situations.

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 style, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas. Points for each evaluation requirement will be assigned and grades will be based on the percentage earned of the total points using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>65-69%</td>
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<tr>
<td>F</td>
<td>0-64%</td>
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## Course outline:

<table>
<thead>
<tr>
<th>Sessions, Dates</th>
<th>Topics</th>
<th>Reading Assignments / Due dates</th>
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</thead>
</table>
| **Weeks 1 & 2** 8/26, 8/28, 9/2, 9/4 | Introduction to the course, overview, expectations  
- What's So Special About Special Education?  
- Special Education in a Culturally Diverse Society  
  - Definitions, discrepancies, and demographics  
  - Ongoing initiatives and current interpretations  
  - Brown vs. the Board revisited | Chapters 1, 2, 8 |
| **Week 3** 9/9, 9/11      | Professional Partnerships  
- Planning and providing Special Education Services  
- Collaboration Models/Collaborating with Parents and other Professionals  
- Effective Teaching in the present context: A Model for Consideration | Chapter 3 |
| **Week 4** 9/16, 9/18     | Classroom Organization  
- Use of Rules, Time, & Space Grouping Alternatives  
- Instructional Materials and Methods | Chapter 4 |
| **Weeks 5 - 7** 9/23, 9/25, 9/30, 10/2, 10/7, 10/9 | Learners with Cognitive Differences  
- Students with Learning Disabilities/Gifts and Talents  
- Mental Retardation/Speech and/or Language Differences  
- Promoting Independent Learning | Chapters 6, 9, 10  
**Case 1 will be posted 10/2 and due 10/9** |
| **Week 8** 10/14, 16      | Evaluation and Instruction  
- Process review  
- CBA and Learning Probes  
- Charting Student Learning/Behavior  
- Modifications and Adaptations  
- Lesson Planning | Chapters 9, 11, review 8  
**Reflections due 10/16** |
| **Week 9** 10/21, 23      | **Mid-Term activity** | Experience project due: 10/21  
**Mid-Term activity 10/23** |
| **Weeks 10 - 12** 10/28, 10/30, 11/4, 11/6, 11/13 | Learners with Behavioral or Emotional Differences  
- Serious Emotional Disturbances  
- Managing Behavior  
  - Prevention  
  - Intervention  
  - Maintenance/Generalization  
  Note: 11/11 (no class – Veteran’s Day holiday) | Chapters 12, 13, review 6  
**Case 2 will be posted 11/6 and due 11/13** |
<table>
<thead>
<tr>
<th>Week 13 &amp; 14</th>
<th>Other Students with Special Needs</th>
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</thead>
</table>
| 11/18, 11/20, 11/25, (11/27 no class) | • Physical Impairments  
• Severe and/or Multiple (Low Incidence) Disabilities  
• Autism, TBI, Hearing and Vision Disabilities  
• Other Health Impairments  
• ADD/ADHD  
• Students At-Risk  
• Culturally Diverse Students |

| Chapter 5 |
| Last date to turn in Statement of Philosophy: 11/20 |
| Reflections due 11/25 |

| Week 15 |
| 12/2, 4 |

| Issues revisited | Low-Incidence Disabilities group presentations |

| Final Week |
| Summative Activity |
GUIDELINES
Summative Statement of Philosophy

Regarding the Education of Individuals with Exceptional Learning Needs

ESP 444: Special Education Techniques in the Regular Classroom

Due: 10/23/03 - 11/20/2003

This activity is an opportunity to synthesize your learning about individuals with exceptional learning needs as a Statement of Philosophy. Draw upon your own experiences from recollections and reflections, your interpretation of the literature, and discussions with colleagues to respond to the following three (3) questions in 1-2 pages. This is a work in progress and as you continue through your preparation to teach, revisit this document and revise (if appropriate). Your Statement of Philosophy will be an essential piece of your Professional Portfolio.

1. What is your philosophy regarding the Education of individuals with exceptional learning needs?
   You might consider your beliefs as to:
   - who has exceptional learning needs?
   - what should be the curriculum for these students?
   - how they should be taught and evaluated?
   - where should their instruction take place?
   - who is responsible for their education?

2. What is the Theoretical Rationale for your philosophy?
   How have you developed this philosophy? Is your philosophy grounded in:
   - your personal experiences with students who have exceptional learning needs,
   - discussions and interactions with colleagues,
   - coursework, seminars, clinic placements, and/or
   - the literature / research / data about learners who are exceptional?

3. What Implications might your philosophy have on your future practice?
   You might begin with immediate applications in student teaching; or you might discuss the longterm implications your philosophy may have on your role as a professional educator in the future.
   - How will you express or demonstrate your philosophy?
   - What kind of teacher will you be?
   - What will be your role in the community of diverse learners and educators in your school?

Grading Criteria

Quality of Responses: Evidence of reflection, knowledge and integration of the literature/coursework, and experience with diverse learners 8 pts.

Editing: Organization of ideas and clarity of expression; Proofread for grammar, spelling, and punctuation Adherence to 1-2 page maximum 2 pts.
Experience Project:

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. Basic guidelines for each experience are listed below. Students must select their choice by the third class day.

**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 signatures, 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 signatures, 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 2-3 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.

**Choice Five: Interviews**

Students who choose the interview project will interview a minimum of two of the following individuals: a practicing general education teacher, a practicing special education teacher, a parent of a child with a disability and/or an adult with a disability. Following interviews, students will reflect on how the persons’ experiences impacted your personal understanding of working with children and youth with disabilities. Interview questions and answers will be turned in and students will write a 2-3 page reflection paper. Further guidelines will be provided in class.
## Rubric for Experience Project

### ESP 444

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Content</th>
<th>Format/Mechanics of Paper</th>
</tr>
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</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** | • 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 | |
| **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+** | | |
| **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** | | |
SUPPLEMENTARY TOPICAL READINGS

Inclusion / Integration


Where do we stand? *Preventing School Failure*, 39(3), 4-5.


Diverse Student Populations


Outcomes and Transitions


Evaluation of Student Performance


Effective Instruction


Collaboration among Educational Professionals


Additional Statements of Rules and Regulations - Academic Integrity Statement

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 and 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. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright

UNLV and its College of Education demand a level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Office of the Dean of the College of Education (301).

In addition to successful academic performance in prescribed coursework, you are enrolled in a professional course of studies, which is governed by a student code of ethics and programmatic expectations. The Handbook of the Committee to Review Initial Licensure Students outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and student expectations. The handbook is available in the COE Dean's office. Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other States. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

If you have a documented disability that requires assistance, you will need to go to Disability Services (DS) for coordination in your academic accommodations. DS is located within the Learning Enhancement Services office in the Reynolds Student Services Center, room 137. The DS phone number is 895-0866 or TDD-895-0652. You may visit their website at www.unlv.edu/studentlife/les

Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

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 makeup will apply to the religious holiday absence only, and students must notify the course instructor of anticipated absences by the second week of the semester. Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the professor no less than one week prior to the missed class(es).

Beepers and cellular phones should be turned off during the class sessions. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component, if included in the course.

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.