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

Prefix & Number: ESP 444 -210
Title: Special Education Techniques in Inclusive Settings
Credit: 3 hours
Semester: Fall 2004
Instructor: Dalhee Songlee
Office Location: CEB 155
Telephone: 895-0438
E-mail: Via WebCT mail
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 (CECCC3,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 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(CECCC7,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(CEC CC1).

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. 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).
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 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.

**Results**

ESP 444 is an introductory class and is intended to build basic knowledge. Direct results to students with mental retardation will be minimal because of the introductory nature of the class.

**Required Text:**


E-reserves: To access e-reserves, go to http://www.unlv.edu. Go to the library icon. At the UNLV library site, go to library catalog and from there to e-reserves. The e-reserves
can be accessed by either finding the professor name or title of the course. You will need to use your rebel card to access e-reserves.

Assignments, evaluation procedures, and grading policy:

1. Participation (10%)

I will post two discussion questions on a topic such as current issues in special education. Respond to these questions on WebCT. For each topic, you have to respond twice: First, you will respond to my question and then wait for responses from other students. Second, choose one response from another student to my original questions, and comment on it. There will be two topics for discussion this semester, and each discussion will count for 5% of the grade (total 10%).

2. Assignments (20%)

Two Teacher Interviews (10%):

Each student will contact and interview a current special education teacher and a general education teacher about their experiences working with students that have disabilities and their ideas about inclusion. You will turn in the following: 1) list of questions, 2) interview notes, and 3) a two-page summary of their combined responses and your impressions and reflections.

Journal Articles (10%)

Each student will read three articles, published in 1995 and thereafter, from a special education journal (no magazines) and write a summary for each article, and how the research will impact your thoughts on teaching students with disabilities (1-2 pages). See rubric for more details. You can earn 10 extra participation points for attending mini research workshop at the Lied library. This is a good opportunity to learn how to research for journal articles that you might want to review.

Location: RHYOLITE room at the Lied library
Date: September 9, 2004
Time: 6:00 p.m.-7:30 p.m.

3. Experience Project (30%)

Students will choose one of the following options for their experience project. The experience will culminate in a 5 page paper regarding their findings. Students must e-mail me their choice by the second session.

Choice One: 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. The instructor will work with you to get approval and an assigned classroom. Students will keep a log of time spent, including teacher signature, and notes on activities, setting, students (no names please).

Choice Two: 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).

Choice Three: 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.

Choice Four: 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) and spend a minimum of 10 hours experiencing the disability. Notes of your experiences should be kept.

4. Exams (40%)
You will take two exams throughout the semester. The format of the exams will be any combination of the Multiple Choice, Matching, T/F. Exams will cover lecture notes, the text. There will be no make-up examinations and only those absences excused IN ADVANCE will be allowed to take the missed exam. Missed exams cannot be made up and will result in a score of 0 (zero). The exams will be calculated in the exam portion of your grade, 40%.

Summary of Grade Distribution (Total 100%)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Experience Project</td>
<td>30%</td>
</tr>
</tbody>
</table>
Exams 40%

* Grading Scale

<table>
<thead>
<tr>
<th>Percentage Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 or higher</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
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<tr>
<td>82-87</td>
<td>B</td>
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<tr>
<td>80-81</td>
<td>B-</td>
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<tr>
<td>78-79</td>
<td>C+</td>
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<tr>
<td>72-77</td>
<td>C</td>
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<tr>
<td>70-71</td>
<td>C-</td>
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<tr>
<td>68-69</td>
<td>D+</td>
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<tr>
<td>62-67</td>
<td>D</td>
</tr>
<tr>
<td>60-61</td>
<td>D-</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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</table>

**Administrative Requirements**

1. You will be expected to read the assigned readings prior to each session, and actively participate in discussions.

2. All assignments are due on the day indicated in the course schedule. One-half a grade will be deducted for each day an assignment is late (e.g. A to A-, B- to C+).

3. If a situation arises and you know ahead of time that you will have to submit late, it is your responsibility to contact me prior to the next session, and turn in any assignments that are due on that day ahead of time. If you are absent during an exam day, you must contact me one day following the exam and make arrangements to take the exam within two days after the exam day. Otherwise, a grade of zero will be given for the missed exam.

4. All assignments **MUST** be typed and double-spaced, 12 inch font. Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style where appropriate.

**Class Schedule:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Due (Assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/04</td>
<td>The foundation for Educating Students with Special Needs (Meaning of Inclusion, Special Ed, Laws) - Service Delivery Models</td>
<td>Chapter 1</td>
<td>Introduce yourself to the class</td>
</tr>
<tr>
<td>9/8/04</td>
<td>Special Education Procedures and Services</td>
<td>Chapter 2 Chapter 3</td>
<td>Experience Project Request</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Chapter</td>
<td>Assignment Type</td>
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</tr>
<tr>
<td>9/9/04</td>
<td>Research at Lied library (Extra Credit)</td>
<td></td>
<td>See Syllabus</td>
</tr>
<tr>
<td>9/15/04</td>
<td>Teaching Students with Higher Incidence Disabilities</td>
<td>Chapter 6</td>
<td>Discussion Assignment</td>
</tr>
<tr>
<td>9/22/04</td>
<td>Teaching Students with Lower Incidence Disabilities</td>
<td>Chapter 5</td>
<td>Teacher Interviews Assignment</td>
</tr>
<tr>
<td>10/3/04</td>
<td>Teaching Students with Other special Learning Needs</td>
<td>Chapter 7</td>
<td>Discussion Assignment</td>
</tr>
<tr>
<td>10/6/04</td>
<td>Planning Instruction by Analyzing Classroom and Students Needs</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>10/13/04</td>
<td>Midterm Exam</td>
<td>Chapter 1,2,3,4,5,6,7</td>
<td></td>
</tr>
<tr>
<td>10/24/04</td>
<td>Assessing Students Needs</td>
<td>Chapter 8</td>
<td>Discussion Assignment</td>
</tr>
<tr>
<td>10/27/04</td>
<td>Instructional Adaptation</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>11/3/04</td>
<td>Strategies for Independent Learning</td>
<td>Chapter 10</td>
<td>Three Articles Summary</td>
</tr>
<tr>
<td>11/17/04</td>
<td>Evaluating Student Learning</td>
<td>Chapter 11</td>
<td>See rubric</td>
</tr>
<tr>
<td>11/24/04</td>
<td>Responding to Student Behavior</td>
<td>Chapter 12</td>
<td></td>
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<tr>
<td>12/1/04</td>
<td>Approaches for Building Social Relationship</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>12/8/04</td>
<td>Preparing for Experience Project</td>
<td></td>
<td>Experience Project Paper</td>
</tr>
<tr>
<td>12/13/04</td>
<td>Final Exam</td>
<td></td>
<td>See rubric</td>
</tr>
</tbody>
</table>

**Learning Enhancement Services (LES)**

Learning Enhancement Services (LES) houses Disability Services, Learning Strategies, and Supplemental Instruction. 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](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.

**Paper Guidelines for Experience Project**

**Classroom Observation:**
1) Describe your observation site(s), the teacher in which you worked, the hours you spent there and time of day, and the students.
2) What were your expectations of this experience prior to starting your observation?
3) Describe your activities during the observation. What did you do? What did you observe? How did your experiences confirm or disconfirm the expectations you had prior to starting?
4) What, if anything, did you observe that was consistent (or inconsistent) with what you’ve learned in class? Explain.
5) Did you take away good ideas or tips for teaching students with identified disabilities?
6) In What ways will your experience impact your knowledge, skills, and/or beliefs about teaching kids with disabilities or the special education process as a future teacher?
7) Other?
* Turn in: Paper and time log with teacher’s signature (notes optional)

**Buddy Project:**
1) Describe your “buddy” and what you knew about his or her disability prior to the assignment. How did you know this person prior to this assignment?
2) Describe the contexts, activities, and timeframe in which you spent time (10 hours) with your “buddy.”
3) What did you learn about regarding this disability as a result of your shadowing experience? In particular, what did you learn about how this person compensates, excels, and struggles with this disabilities?
4) What did you learn about yourself as a result of this shadowing experience relative to your understanding of this and other disabilities?
5) In what way(s) will your experience impact your knowledge, skills, and/or beliefs about teaching kids with disabilities or the special education process as a future teacher?
6) Other?
*Turn in: Paper and your journal notes.
Volunteer:

1) Describe the program in which you volunteered, the population in individuals with disabilities who utilize the program’s services, and duration you spent there.
2) Describe the activities you engaged in and with whom (first names only) during your volunteer time. What were you feeling and learning when you were going through this process?
3) Based on your brief volunteer experience, what did you learn about individuals with the type of disabilities in which you work? Did you learn anything about yourself?
4) Would you recommend this program as a good place to learn about children or adults with disabilities? Was the volunteer process easy? Did you receive any special training?
5) In what way (s) will your experience impact your knowledge, skills, and/or beliefs about teaching kids with disabilities or the special education process as future teacher?
6) Other?

*Turn in : Paper and time log with signature of supervisor (or person in charge) (notes optional)

Personal Experience:

1) What disability did you choose to “experience” (deaf, or physical impairment)? What did you do to simulate the disability? How, when, and where did you engage in this experience?
2) Prior to starting, what did you expect your experiences would be as a person with this disability?
3) Describe your experiences during this activity. How did you adjust or compensate? What obstacles did you face, if any? How did it make you feel to be in this situation?
4) How did your experiences confirm or disconfirm the expectations you had prior to starting?
5) What did you learning regarding what it is like to have this disability? Did you learn anything about yourself?
6) In what way(s) will your experience impact your knowledge, skills, and/or beliefs about teaching kids with disabilities or the special process as a future teacher?
7) Other?

* Turn in Paper (notes optional)
<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** | | |
| **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 |
## Evaluation Rubric for ESP 444 Journal Summary

<table>
<thead>
<tr>
<th></th>
<th>Target (A)</th>
<th>Acceptable (B-, B, B+)</th>
<th>Unacceptable (C or Below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary:</strong></td>
<td><strong>Content</strong></td>
<td>Journal on topic area thoroughly summarized. Thorough reflection on how research will impact your teaching with students with disabilities.</td>
<td>Journal on topic area minimally summarized. Minimal reflection on how research will impact your teaching with students with disabilities.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Summary:</strong></td>
<td><strong>Format</strong></td>
<td>Consistent use of APA format. Full 1 page in length. Correct spelling and grammar. Consistently well-organized.</td>
<td>APA format with significant errors. Less than one page in length. Significant spelling and/or grammatical errors. Disorganized.</td>
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</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Information on journal summary is thoroughly presented. Fact sheet that includes pertinent information on how research will impact your teaching of children with disabilities disseminated to group</td>
<td>Information on journal summary is partially presented. Fact sheet that includes some pertinent information/ minimal errors on how research will impact your teaching of children with disabilities disseminated to group</td>
<td>Minimal or no information on journal summary is presented. Fact sheet that includes little pertinent information on how research will impact your teaching of children with disabilities and is not disseminated to group or has significant errors</td>
</tr>
</tbody>
</table>