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

I. **Prefix & Number:** ESP 444  
II. **Title:** Special Educ. Techniques in Regular Classrooms  
III. **Credit:** 3 hours  
IV. **Semester:** Spring 2004 CEB 133  
V. **Instructor:** Nancy Brown  
VI. **Office Location:** CEB 146  
VII. **Office Hours:** By appointment  
VIII. **Telephone:** 895-1397  
IX. **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,CC2K1,2,4,7).  
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,K1-5).  
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 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(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. 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 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.

XII. Required Text:

XIII. Assignments, evaluation procedures, and grading policy:
Course Requirements: The basic requirements of the course include:

One letter grade will be deducted for each day an assignment is late.
1. **Participation:** 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 that will require your participation. On selected days, in-class activities will be collected and/or quizzes administered to determine if you are keeping up with the readings. These periodic checks will be incorporated into your participation grade. (75 points)

2. **Two Teacher Interviews:** 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. The interview must be conducted in person. A narrative of the interview and reflection will be turned in (100 points).

3. **Experience Project (150 points)**
   Students will choose one of the following options for their experience project. The experience should culminate in a 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 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 a 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 name please). Further guidelines will be provided in class.

   **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. A 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 the experience gleaned from the experience in your future work as a teacher. Further guidelines will be provided in class.

4. **Article Review:** Each student will read two articles 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. You will then present the article to a small group. You will need to have a fact sheet available for each member in your group. Fact sheet and summary need to include pertinent information of how new information will impact your teaching. (25 points each).

5. **Three Exams:** There will three (3) exams during the semester. The final exam will count as the third exam and it will not be comprehensive. 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). Each exam is worth 75 points, including a comprehensive final exam (75 points).

**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 class, read the assigned readings prior to each session, actively participate in individual and/or collaborative in-class activities, and engage in discussions. 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. 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.

**Grading Policy**: Grades for the course will be as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (75 pts. Each)</td>
<td>225 pts</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>75 pts</td>
</tr>
<tr>
<td>Article reviews</td>
<td>50 pts</td>
</tr>
<tr>
<td>Experiecne Project</td>
<td>150 pts</td>
</tr>
<tr>
<td>Teacher interview</td>
<td>100 pts</td>
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<tr>
<td></td>
<td>600 pts</td>
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</tbody>
</table>

A = 564-600
A- = 540-563
B+ = 522-539
B = 504-521
B- = 480-503
C+ = 462-479
C = 444-461
C- = 420-443
D+ = 402-419
D = 384-401
D- = 360-383

**Learning Enhancement Services**

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 academic accommodations. LES is located in the Reynolds Student Services Complex, suite 137. The LES phone number is 895-0866 or TDD 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 honesty 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
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 or assume any responsibility for employee or student violations of 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.

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.

Assignments for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.