I. **Prefix & Number:** ESP 444  
II. **Title:** Special Educ. Techniques in Regular Classrooms  
III. **Credit:** 3 hours  
IV. **Semester:** Summer III 2004  
V. **Instructor:** Dr. Amanda Boutot  
VI. **Office Location:** CEB 150  
VII. **Office Hours:** Virtual Office Hours Thursdays 4-6pm via WebCT  
VIII. **Telephone:** 895-1112  
**email:** aboutot@unlv.nevada.edu  
IX. **Prerequisite Course(s):** None  
X. **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**  
XI. **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. 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.
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.

**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:

1. **Quizzes:** Each week you will go to the companion website for our text (www.ablongman.com/friend3e) and complete the short answer questions for the chapters covered that week. All quizzes will be due by 4pm Friday of that week. Late quizzes will not be graded. Each quiz (13 total) is worth 6 points (78 points total).

2. **On-Line Discussion:** Each week, students must log on to WebCT and participate in the on-line discussion of the chapter(s) covered that week. Discussion will cover the handouts or assignments from the companion website (see below). Students are also encouraged to participate in discussion about the chapters themselves (a special discussion page has been set up for this purpose). Students will work in
groups of not more than 4. Open, professional, discussion is encouraged throughout the course. Groups should decide among themselves when they will post their parts of the discussion so that others have a chance to respond. Responses to at least three posts in addition to your original post are required for credit. Thoughtful responses (i.e., more than “good post”) are expected. These are due by Friday at 4pm and are worth 5 points per week (25 total).

3. Companion Website Activities: Each week you are responsible for going to the companion website and viewing and/or responding to at least one of the handouts or assignments listed in the “Handouts and Worksheets” section. These are listed in the course schedule below. These are due at the end or each week by Friday at 4pm. They may be emailed to the professor at aboutot@unlv.nevada.edu or placed in the assignment drop box. Handwritten responses may be faxed to 895-0984 or dropped off at the special education office in CEB 118. These are worth a total of 37 points.

4. Experience Project: In order for you to become more familiar with the issues and content presented in this course, each student will choose one experience-based project to complete during the session. You are encouraged to choose a project that reflects your personal goals for improving your knowledge/skills in working with students with disabilities in your future classroom. Following is an example of the choices for this project. Students will be expected to spend 5 hours in the experience activity. Your grade will be based on the total number of hours as well as the write-up. The write up should include a description of the setting observed/volunteer location, activities involved, individuals served (describe disabilities and abilities; use pseudonyms instead of real names), strategies used, and relate to the course content (for example, “observed ____ strategy as discussed in the text; was used effectively with ___ students” etc.). This project is worth 37 points.

   a. Classroom Observation: Observe in a classroom for children or adolescents with disabilities in the CCSD. You may simply observe, or act as a tutor for one or more children, depending on the school and classroom you select. If you wish to do this project, please email the professor by the end of the second week of class. You may choose to complete this portion in the UNLV Preschool, but I will need to tell them for you by the second week of class.

   b. Volunteer Experience: There are many programs for individuals with disabilities in the cities of Las Vegas and Henderson. Particularly with the Parks and Recreation departments. Select a program and volunteer with them.

   c. Simulation Experience: Spend time experiencing what it is like to have a disability. Examples include: blindfolding yourself and experiencing “blindness;” borrowing or renting a wheelchair and experiencing a physical disability, etc. Write a 1-2 page paper describing your experiences while in simulation, including any barriers or biases encountered as well as specific observations related to course content.

Grading Policy: Grades for the course will be as follows:
Quizzes 78 pts  
On-Line Discussion 25 pts  
Companion Website Activities 37 pts  
Project 50 pts  

Total 2000 pts  

A = 90-100%  B = 80-90%  C = 70-80%  D = 60-70%  F = <60%  

XIV. Class Schedule:
<table>
<thead>
<tr>
<th>Week Of</th>
<th>Chapters Covered</th>
<th>Assignments from Companion Website</th>
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| July 12   | Chapters 1-4     | • Chapter 1: Internet Worksheet; Handout 2  
|           |                  | • Chapter 2: View IEP, Handout 3       |
| July 19   | Chapters 5-7     | • Chapter 5: Handout 3  
|           |                  | • Chapter 6: View Handout 2; Respond to one from Handout 6  
|           |                  | • Chapter 7: Technology Assignment; View Handout 1; Respond to 2 from Handout 4 |
| July 26   | Chapters 8-10    | • Chapter 8: View Handouts 1, 3A, & 3B  
|           |                  | • Chapter 9: Respond to Handout 2; View Handout 5  
|           |                  | • Chapter 10: View Handout 3           |
| August 2  | Chapter 11       | Respond to Handout 1; View Handout 2   |
| August 9  | Chapters 12-13   | Chapter 13: View Handouts 2, 3, and 4  
|           |                  | EXPERIENCE PROJECTS DUE BY NOON ON THURSDAY!!!  
|           |                  | All discussions, quizzes and activities due by noon Thursday as well!!! |
Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. "If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center (DRC) for coordination in your academic accommodations. The Disability Resource Center is located in the Reynolds Student Services Complex, room 137. The DRC phone number is 895-0866 or TDD 895-0652.

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.