I. Prefix & Number: ESP 444
II. Title: Special Educ. Techniques in Regular Classrooms
III. Credit: 3 hours
IV. Semester: Fall, 2003
V. Instructor: Dr. Amanda Boutot
VI. Office Location: CEB 150
VII. Office Hours: Via telephone on Wednesdays from 3-4
VIII. Telephone: 895-1112 email: aboutot@unlv.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).
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.

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 of classes, by no later than Friday at noon (not counting the first week, Aug. 25-29), students will be expected to go online and complete the quiz for the specified chapter on the Allyn and Bacon website for the textbook. There will be 13 quizzes in all; the lowest of which may be dropped.
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. A question or activity will be listed and all members of the class will be expected to respond to both the professor’s post as well as at least two fellow classmates’ posts. Open, professional, discussion is encouraged throughout the course. Discussions will be posted on Monday by 5pm and responses will be due by Friday at noon.

3. **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 semester. 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 10 hours in observation or volunteer activity for their chosen project. Your grade will be based on the total number of hours as well as the write-up.
   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.
   b. Volunteer Experience: The City of Las Vegas has a program for adults (and children) with developmental disabilities that meets every afternoon from 1-6. They are in need of volunteers to come be a part of the activities and work with these adults. Although children are also part of the program, I would prefer that those of you choosing this option work with the adults. Applications and contact information for this option will be provided for you.

4. **Alternative Project**: It is recognized that not all students will be able to commit to the experience project for this semester. If you have a legitimate issue, which prevents you from completing the required hours (at least 10), you may select this alternative project instead. The alternative project requires approximately the same number of hours, but spent in a different way. A research paper or annotated bibliography is required for students who are unable to do the experience project. Select 10 current articles from the special education literature on a topic of your choice and write a 15 page paper. You will need to provide a copy of the articles with the final written product. An example of the annotated bibliography will be provided for you. Articles must be approved by me before you begin writing.

5. **Extra Credit**: For up to 20 points extra credit, students may select and read a novel about or written by a person with a disability. Examples will be available from me, and some books may be checked out during the first two weeks of class. Others are available on-line at Amazon.com or Barnes and Noble.com or at your local bookstore or library. A two page paper discussing what the book was about, how it relates to what we learned in class, and anything interesting you learned from it will make up the 20 points.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>120</td>
</tr>
<tr>
<td>On-Line Discussion</td>
<td>130</td>
</tr>
<tr>
<td>Project</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 350 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>Topic/Assignments</th>
<th>Associated Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25</td>
<td>Introductions/Course Overview/Intro. to Inclusion</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sep 1</td>
<td>Inclusive Classrooms and Instruction <strong>On-Line Discussion, Due Fri noon</strong></td>
<td>Chapters 1 and 2</td>
</tr>
<tr>
<td>Sep 8</td>
<td>Special Education: Overview <strong>Quiz One; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sep 15</td>
<td>Learning Disabilities <strong>Quiz Two; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sep 22</td>
<td>Attention Deficit Disorders <strong>Quiz Three; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Sep 29</td>
<td>Emotional/Behavioral Disorders <strong>Quiz Four; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Mental Retardation <strong>Quiz Five; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Oct 13</td>
<td>Low Incidence Disabilities <strong>Quiz Six; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Sensory Disabilities &amp; Communication Disorders <strong>Quiz Seven; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapters 8 and 10</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Giftedness <strong>Quiz Eight; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Nov 3</td>
<td>At Risk and Early Intervention Services <strong>Quiz Nine</strong></td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Nov 10</td>
<td>Classroom Management &amp; Organization <strong>Quiz Ten; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Teaching Students with Disabilities <strong>Quiz Eleven; On-Line Discussion, Due Fri noon</strong></td>
<td>Chapters 14</td>
</tr>
<tr>
<td>Nov 24</td>
<td>Thanksgiving Week; class will not meet</td>
<td></td>
</tr>
<tr>
<td>Dec 1</td>
<td>Teaching Students with Disabilities, Cont. <strong>Quiz Twelve; On-Line Discussion, Due Fri noon Extra Credit Due</strong></td>
<td>Chapters 15</td>
</tr>
<tr>
<td>Dec 8</td>
<td>Working with Families; Review for Final <strong>Quiz Thirteen; On-Line Discussion, Due Fri noon Experience Project Due via email by noon on Wednesday, Dec. 10</strong></td>
<td>Chapter 16</td>
</tr>
</tbody>
</table>
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.