Syllabus
Special Education
University of Nevada, Las Vegas

I. Prefix & Number: ESP 444
II. Title: Special Education Techniques in Inclusive Settings
III. Credit: 3 hours
IV. Semester: Fall 2004
V. Instructor: Nicole Dobbins, M.Ed.
VI. Office Location: CBC C237
VII. Office Hours: Tuesday 12-2:00; Thursday 12-2:00; or by appointment
VIII. Telephone: 895-1075 (office) email: nicole_dobbins@ccsd.net
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, S5).
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).
14. Articulate the concept of difference and how this impacts school programming, curriculum adaptations, families, and assessment (CEC CC7.S7, CEC 2.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:


Suggested/Optional Reading


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 resources: http://www.familyvillage.wisc.edu/education/inclusion.html
National Center for Learning Disabilities: http://www.ncld.org/

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

1. Attendance and participation in class discussion (70pts)
   This portion of your grade is based on attendance and in-class participation. It is important that you be in class on time, and for the entire session. There will be several group activities in which your team will be counting on your participation. Consistent attendance is required, and participation in class readings and discussion is expected. Each student is expected to read assigned material prior to class and participate in class discussions. You will not be able to earn points for missed in-class activities. You will earn 5pts for each class session. A pattern of tardiness will result in points deducted for attendance. The instructor is not responsible for providing information missed in class due to absence. You are responsible for all notes, materials and handouts covered in class.

2. Statement of Philosophy
   This activity provides the student an opportunity to define and refine their professional philosophy of teaching students including those with disabilities. Guidelines for this activity will be presented in class. Students will be completing two philosophy statements during the course of the semester. The first statement will be completed at the start of the semester and the second will be due at the end of the semester. 10 points each (20pts).

3. Each student will read 5 articles from a special education journal (no magazines) and write an abstract of the article, and how the research will impact your thoughts on teaching students with disabilities. A grading rubric will be developed in the class. 20pts each (100pts)

4. Students will write a 3-5 page reaction paper based on the book No Pity. This is not a book report, but rather your reaction to the book--your thoughts/ reflections.

5. Each student will complete a curriculum adaptation. This adaptation will be for a particular student with a specific disability during a specific lesson in class (your choice). The material must include a lesson plan to implement during a typical class. (100pts)

4. Examinations: There will be no make-up examinations and only those absences excused IN ADVANCE will be allowed to take the missed exam. There will be two quizzes over the course of the semester worth 50pts, and a comprehensive final worth 100 pts. Format of all examinations will be discussed in class.

5. Students will choose one 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 below. Students must select their choice by the third class day.

Grading Policy: Grades for the course will be as follows:
A = 94% & higher
A- = 90-93%
B+ = 87-89%
B = 86-84%
B- = 83-80%
C+ = 77-79%
C = 76-74%
C- = 73-70%
D+ = 67-69%
D = 66-64%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% &amp; higher</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>86-84%</td>
</tr>
<tr>
<td>B-</td>
<td>83-80%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>76-74%</td>
</tr>
<tr>
<td>C-</td>
<td>73-70%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>66-64%</td>
</tr>
</tbody>
</table>

Exams 200 pts
Attendance 70 pts
Article reviews 100 pts
Curriculum adaptation 100 pts
Reactions Paper 100 pts
Philosophy Statements 20 pts

The schedule and due dates are subject to change to the discretion of the instructor:

XIV. Tentative Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2</td>
<td>Foundations of Special Education Chapter 1 - History of Special Education</td>
</tr>
<tr>
<td></td>
<td>Writing Behavioral objectives</td>
</tr>
<tr>
<td>9/9</td>
<td>Chapter 3 - Team Processes Inclusive Schools-Continuum Traps, Legal Mandates</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 – Philosophy Least Restrictive Environment</td>
</tr>
<tr>
<td></td>
<td>IEP, ITP, IFSP</td>
</tr>
<tr>
<td></td>
<td><strong>First Philosophy Statement Due</strong></td>
</tr>
<tr>
<td>9/16</td>
<td>Legal rights &amp; Assessment Chapter 2 &amp; 8</td>
</tr>
<tr>
<td></td>
<td><strong>No Pity Reaction Paper Due</strong></td>
</tr>
<tr>
<td>9/23</td>
<td>Support Models, Low Incidence Disabilities Chapter 3</td>
</tr>
<tr>
<td>9/30</td>
<td>Low Incidence Disabilities Chapter 5</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz #1</strong> Assigned Chapters and lecture notes –Chapters 1,2,3,8</td>
</tr>
<tr>
<td>10/7</td>
<td>High Incidence, mild disabilities Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Other disabilities Chapters 7</td>
</tr>
<tr>
<td>10/14</td>
<td>Independent Instructional Time</td>
</tr>
<tr>
<td></td>
<td>Library Research</td>
</tr>
<tr>
<td>10/21</td>
<td>Video Presentation – “Fat City”</td>
</tr>
<tr>
<td></td>
<td><strong>Article Reviews due</strong></td>
</tr>
<tr>
<td>10/28</td>
<td>Educational Planning, All Students learning together, environmental and support needs</td>
</tr>
<tr>
<td></td>
<td>Chapter 4 Activities Matrix, MAPS</td>
</tr>
<tr>
<td>11/4</td>
<td>Curriculum adaptations and modifications Chapter 9 Presentations</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz #2</strong> Assigned Chapter and Lecture Notes- Chapters 5,6,7,4</td>
</tr>
<tr>
<td>11/11</td>
<td>Veterans Day</td>
</tr>
<tr>
<td>11/18</td>
<td>Independent Learning Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Making Schools respectful of all learners</td>
</tr>
<tr>
<td></td>
<td><strong>Curriculum Adaptation Due</strong></td>
</tr>
<tr>
<td>11/25</td>
<td><strong>Thanksgiving Holiday</strong></td>
</tr>
<tr>
<td>12/2</td>
<td>Responding to Student Behavior Chapter 12</td>
</tr>
<tr>
<td></td>
<td><strong>Experience Projects Due</strong></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.

Administrative Requirements

1. All assignments are due at the beginning of class on the day indicated in the course schedule. 10 points will deducted for all late assignments.

2. If a situation arises and you know ahead of time that you will have to miss a class, it is your responsibility to do the following: contact me ahead of time; arrange for a peer to pick up assignments and take notes (or arrange to talk or meet with me prior to the next session). You are responsible for turning in all assignment on time, according to the due dates. Students will not be allowed to make up an exam if absent on day given, unless the absence was excused prior. If you know you are going to be absent during an exam, you must arrange with me to take the exam ahead of time. Make-up exams will be allowed only for excused absences by the professor and must be completed within one week of the missed testing date.

3. All assignments MUST be typed and double-spaced (Unless stated otherwise by instructor). Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style where appropriate. This excludes assignments presented in a technology-based format (e.g., web-quest or Power Point).
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 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 signature, 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 signature, 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 1-2 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.
<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Content</th>
<th>Format/Mechanics of Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target: Exemplary</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **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 | • consistent organization  
• flows smoothly, easy to follow  
• free of major typographical errors (<3)  
• free of multiple spelling errors (<3) |
| **Acceptable** | | |
| **B-, B, B+** | • 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 |
| **Unacceptable** | | |
| **C or below** | • 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 |