“Preparing Professionals for Changing Educational Contexts”

Department of Special Education
College of Education, University of Nevada, Las Vegas

Prefix & Number: ESP 444
Title: Special Education Techniques in Regular Classrooms
Credit: 3 hours
Semester: Spring 2004
Instructor: Dr. Lori Navarrete
Office Location: CEB 117
Class Time/Location: Thursday 11:30 a.m. - 2:00 p.m., CEB 117
Office Hours: Wednesdays 10:00 a.m.- 4:00 p.m.
Also by appointment
Telephone: 702-895-2966 (office) email: navarret@unlv.nevada.edu
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 (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 how collaboration impacts educational programming for students with disabilities(CEC CC7,K1-5)

11. Develop a personal philosophy of special education and its relationship with general education.

**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.

**Required Text**  **BRING YOUR MASTROPIERI & SCRUGGS BOOK TO CLASS.**


E-reserves. Some handouts will need to be downloaded from E-reserves. UNLV library website.

**Assignments, evaluation procedures, and grading policy**

1. **Participation (15%)**
   This portion of your grade is based on attendance and participation. Each day you are in class the entire session you will earn 5 points. A pattern of tardies and/or leaving early will result in a deduction of attendance points. It is important that you are in class, on time, and for the entire time.

   There will be individual and group activities in which your team will be counting on your participation. On occasion, activities will be collected as a means of formative evaluation – to check your level of understanding and to determine if you are keeping
up with the readings. These periodic checks will be incorporated into your participation grade. You will not be able to earn credit for missed in-class activities. Activities that are collected for participation points will be graded on the following scale:

5 points: (complete, accurate or mostly accurate)
0 points (50% or more incomplete and/or not accurate and/or not turned in)

- You can earn 15 extra participation points for completing three online surveys during the semester. **This is the only extra credit opportunity you will have during the class.** The survey will assess students’ knowledge and attitudes about special education. Your instructor is piloting the web-based survey for future research. You will be able to assess your own growth overtime and compared to your peers. Your results will not impact your course grade. You need to take all three surveys to earn 15 points. You will not earn points if you only take one or two of the three surveys. More information will be given out the first day of class.

2. **Assignments (15%)**

**Two Teacher Interviews (10%)**
You will interview one general education teacher and one special education teacher about their experiences working with students who 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.

**Two Videos and Guided Notes (5%)**
You will be asked to watch two videos outside of class on topics relative to special education populations. You complete guided notes for each video. The videos will be on reserve for you in the CML. The titles of the two videos are: *FAT City* and *Managing Your Paraprofessionals.*
3. **Experience Project (20%)**

Students will choose one of the following options for their experience project. The experience will culminate in a 2-3 page paper. Guidelines for the paper, for each option, will be discussed in class. Students must select 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 (4)**

You will take four exams throughout the semester. The format of the exams will be any combination of the following: Multiple Choice, Matching, T/F, and Short Answer. Exams will cover lectures, the text, activities, videos, and guest speakers. You can drop your lowest exam score at the end of the semester. Therefore, only 3 exams will be calculated in the exam portion of your grade, 50%
**Summary of Grade Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Experience Project</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Grading Scale*

<table>
<thead>
<tr>
<th>Percentage Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 or higher</td>
<td>A</td>
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<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>
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<td>D</td>
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<tr>
<td>60-61</td>
<td>D-</td>
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<td>59 and below</td>
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**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 session, read the assigned readings prior to each session, actively participate in individual and/or collaborative in-class activities, and engage in discussions.

   In the case that you are absent, it is your responsibility to meet with the instructor **BEFORE THE NEXT SESSION** to pick up the handouts or ask a peer for a copy.

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. 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), and turn in any assignments that are due on that day ahead of time. If you know you are going to be absent during an exam, you must make arrangements with me to take the exam 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. This excludes assignments presented in a technology-based format (e.g., web-quest or Power Point).
# Class Schedule

<table>
<thead>
<tr>
<th>Date/Session</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1/22</td>
<td>Session 1</td>
<td>* Introduction to Inclusive Teaching</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/29</td>
<td>Session 2</td>
<td>* Introduction to Inclusive Teaching * Collaboration: Partnerships and Procedures * Computer Lab, CEB 211: Survey Training 1:15-2:00 p.m.</td>
<td>Chapters 1, 2</td>
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<tr>
<td>2/5</td>
<td>Session 3</td>
<td>* Collaboration: Partnerships and Procedures Speaker: Robin Kincaid, Training Director at Parents Empowering Parents (Nevada PEP) Facilitated by Nicole Davis, Graduate Assistant</td>
<td>Chapters 2 and 16 (pages 503-514)</td>
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<tr>
<td>2/12</td>
<td>Session 4</td>
<td>* Collaboration: Partnerships and Procedures</td>
<td>Chapters 2 and 16 (pages 503-514)</td>
</tr>
<tr>
<td>2/19</td>
<td>Session 5</td>
<td>* Exam * Teaching Students with Higher Incidence Disabilities</td>
<td>Chapter 3</td>
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<tr>
<td>2/26</td>
<td>Session 6</td>
<td>* Teaching Students with Higher Incidence Disabilities</td>
<td>Chapter 3</td>
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<tr>
<td>3/4</td>
<td>Session 7</td>
<td>* Teaching Students with Lower Incidence Disabilities</td>
<td>Chapter 4</td>
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<tr>
<td>3/11</td>
<td>Session 8</td>
<td>TBA</td>
<td>EXAM 2; Bring Ereserve Document to Class</td>
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<tr>
<td>3/18</td>
<td>Session 9</td>
<td>* Effective Instruction for all Students</td>
<td>Chapter 6</td>
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<tr>
<td>3/25</td>
<td>Session 10</td>
<td>* Promoting Inclusion with Classroom Peers</td>
<td>Chapter 8</td>
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<tr>
<td>4/1</td>
<td>Session 11</td>
<td>* Improving Attention and Memory</td>
<td>Chapter 10</td>
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<tr>
<td>4/8</td>
<td>弹簧插件</td>
<td>SPRING BREAK</td>
<td>EXAM 3</td>
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<tr>
<td>4/15</td>
<td>Session 12</td>
<td>EXAM 3</td>
<td>EXAM 3</td>
</tr>
<tr>
<td>4/22</td>
<td>Session 13</td>
<td>* Teaching Study Skills</td>
<td>Chapter 11</td>
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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

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.