Special Education
University of Nevada, Las Vegas

I. Prefix & Number: ESP 444
II. Title: Special Education Techniques in Inclusive Settings
III. Credit: 3 semester hours
IV. Semester: Fall 2004
V. Instructor: Bill Eddins
VI. Telephone: 239-0858
VII. E-mail: BEddins525@aol.com
VIII. Office hours: by appointment
IX. Prerequisite(s): none

If you have a documented disability that may require assistance, you will need to contact the disability resource center (DRC) for coordination of your academic accommodations. The DRC is located in the Reynolds Services Complex in room 137. The DRC phone number is 895-0866 or TDD 895-0652.

IX. Course description:
A survey of special education emphasizing accommodating students with disabilities in the general education classroom including: legal mandates and regulations, characteristics and educational needs of students with disabilities and instructional techniques that can be used with these students.

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.

X. Course objectives:

Upon completion of this course, the student will be able to:
• Trace the history of special education and the changing attitudes toward students with disabilities.
• Demonstrate knowledge of basic definitions, etiologies and behavioral characteristics and educational needs of major exceptionalities including the 13 eligibility categories outlined in P.L. 105-17.
• Interpret the major provisions of federal mandates affecting programming for exceptional children, with special emphasis given to an in-depth analysis of the implications and the implementation of P.L. 94-142, 101-476, 105-17, Section 504 and other legal mandates.
• Explain the concept of least restrictive environment, integration, mainstreaming, inclusion and the current impact on the inclusion of students with disabilities in schools and society.
• Describe assessment and measurement issues, methodologies and instruments affecting the placement of, and programming for, exceptional children.
• Identify program options in the educational system for students with disabilities.
• Discuss the legal aspects of the involvement of general teachers in the IEP process and in special education.
• Discuss various instructional techniques, strategies and content modifications frequently used with students who have disabilities and are placed in the general education classroom.
• Identify trends and issues in the field of special education and their impact on the teaching profession and school populations.
• Demonstrate knowledge of the impact of cultural and linguistic diversity on special education programming.
• Identify various curricular approaches that promote inclusion of students in the general education setting.

XI. Required Text:


XII. Course Requirements

Students are expected to:
• Read and demonstrate a comprehension of the assigned chapters in the text
• Participate in class discussions and activities
• Complete all class assignments
• Demonstrate mastery of the course material on examinations

XIII. Assignments and evaluations

Examinations:

There will be two examinations (Midterm and Final). Each will be worth 100 points. The examinations will cover assigned readings, lecture material, class discussions and assignments.

Examinations must be taken on the dates specified on the syllabus. There will be no exceptions unless prearranged with the instructor and only in case of emergency.

Assignments:

You will have one major project due worth 100 points. Journal articles used for this assignment should be recently published. Please choose one activity from the following three:
Activity 1: Inclusion Debate

Choose a side: pro or con regarding inclusion. 4 or 5 people will be allowed to represent each position. Each team must research and use a minimum of five journal articles to support its position. Teams are encouraged to find articles on various topics regarding inclusion (e.g. Does type of disability make a difference in attitudes? How does preparation time to include a student affect attitudes toward inclusion?) Teams will conduct an in-class debate regarding information obtained from journal articles. Following the debate, each team member will write a (minimum five page) summary of the findings from their journal articles and their feelings regarding the debate (e.g. did the other side provide good arguments about inclusion and how do you truly feel about the issue).

Activity 2: Modification Plan

Approximately 5-10 people will be given a description of a student with a disability and a specific lesson. You must design a modification plan that successfully modifies that lesson for the student with the disability. You are required to find at least three journal articles that support your plan. Your written assignment will include: 1) How you modified the instruction; 2) How you modified the output requirement; and 3) How you modified the grading. You must include information regarding how your journal article supports your modification plan.

Activity 3: Paper/Presentation

No more than 14 people will choose one of the 14 disability categories (only 1 person per each disability). Each student will find a minimum of 5 journal articles that discuss general aspects regarding the disability chosen and issues regarding successful inclusion of a student with that type of disability. You will be required to write a minimum of three pages describing your findings. You will also be required to make a 10 minute class presentation summarizing your paper.

All written assignments must include cover and reference pages, to be completed using APA style. (According to the American Psychological Association Publication Manual).

Mandatory 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.
XIV. Grading Policy:

Grading is based on the total number of points earned on exams and assignments accumulated during the semester. Five points per day will be deducted for late assignments. **Attendance is important and will be taken nightly.**

A = 506 or more points
A- = 495-505
B = 451-483
B+ = 484-494
B- = 440-450
C+ = 429-439
C = 396-428
C- = 385-395
D+ = 374-384
D = 330-373
D- = 319-329

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>REQUIRED READING</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>9/01/04</td>
<td>Class Overview</td>
<td>Chapters 1</td>
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<tr>
<td></td>
<td></td>
<td>Foundations of special education</td>
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<td>Special Education Law</td>
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<td>Special Education Law-cont</td>
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<tr>
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<td>Special Education Procedures</td>
<td>Chapters 1 &amp; 2</td>
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<td>Week 2</td>
<td>9/08/04</td>
<td>Student Intervention Programs</td>
<td>Chapter 3</td>
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<td>Collaboration</td>
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<td>Week 3</td>
<td>9/15/04</td>
<td>High Incidence Disabilities</td>
<td>Chapter 6</td>
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<tr>
<td>Week 4</td>
<td>9/22/04</td>
<td>Low Incidence Disabilities</td>
<td>Chapter 5</td>
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<td>Week 5</td>
<td>9/29/04</td>
<td>Other Disabilities</td>
<td>Chapter 7</td>
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<td>Section 504</td>
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<td>Cultural Diversity</td>
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<td>Week 6</td>
<td>10/06/04</td>
<td>Catch –up/Review for Mid-Term</td>
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<td>Week 7</td>
<td>10/13/04</td>
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<td>Week 8</td>
<td>10/20/04</td>
<td>MID-TERM EXAM</td>
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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 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 curriculum Materials Library (CML – CEB 101), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College 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.

Rubric for Project Written Assignments

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
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<tbody>
<tr>
<td><strong>TARGET</strong></td>
<td>Written clearly and in APA format</td>
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<tr>
<td></td>
<td>Use of recent/quality journal articles</td>
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<td></td>
<td>Position is clearly stated ad supported by data</td>
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<td></td>
<td>90-100 points</td>
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<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Clearly written with some formatting errors</td>
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<td></td>
<td>Opinion pieces used instead of research-based journal articles</td>
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<td></td>
<td>Position is vague and/or not supported by the data</td>
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<td></td>
<td>80-90 points</td>
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<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Disorganized &amp; difficult to follow</td>
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<td></td>
<td>Many spelling or grammar errors</td>
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<td>Position is unclear</td>
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<td></td>
<td>Includes no journal articles</td>
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<td>Less than 80 points</td>
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# Rubric for Experience Project

ESP 444

<table>
<thead>
<tr>
<th><strong>Proficiency Levels</strong></th>
<th><strong>Content</strong></th>
<th><strong>Format/Mechanics of Paper</strong></th>
</tr>
</thead>
</table>
| **Target: Exemplary**  | • 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) |
| **A**                  |             |                               |
| **Acceptable**        | • 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 |
| **B, B-, B+**         |             |                               |
| **Unacceptable**      | • 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 |
| **C or below**        |             |                               |