“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
West Charleston Campus
Friday 4-9, Saturday 8-5
February 20, 21; 27, 28; March 5, 6
Instructor: Dr. Amanda Boutot
Office Location: CEB 150
Office Hours: Before and after class
Also by appointment
Telephone: 702-895-1112 (office) email: aboutot@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).
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, 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 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.
Required Text


Note: the above required texts come as a set, and should be available through the UNLV Bookstore.

Assignments, evaluation procedures, and grading policy

Attendance and Participation:
You are expected to be on time and present for the entire class. You are also expected to actively participate in all in-class activities, including individual and group activities.

Chapter Discussion Questions:
In the textbook (Turnbull, et al.) there are end of chapter discussion questions (“What Do You Recommend?”). One to two of these will be assigned for each chapter that we discuss. You will be expected to have responded to each of these prior to the class day that the chapter is discussed and turn it in at the beginning of class. There will be 20 total, each worth 3 points.

Activity & Learning Guide Reflections:
Your text comes with a supplemental workbook to help you better understand special education and inclusion. For each of the four chapters within this supplement, there are Reflections for you to ponder. With a partner, you will respond to EACH of the reflections from the supplement. Due dates are listed on the course schedule. You are expected to discuss these with your partner (via email is fine) and turn in ONE paper responding the reflections for both of you. There are 15 reflections, worth 4 points each.

Performance Assessment Probes:
At the back of the supplemental workbook are “Performance Assessment Probes” for student understanding of the Video cases and other special education related content. In groups of 4-5, you will respond to probes 1-6. Each is worth 10 points.

Final Exam:
An open book exam will be given on the last class day. The exam is comprehensive, and will cover information from the text, lecture, and supplemental readings. The exam will consist of 120 questions, each worth 1 point.

Grading Policy: Grades for the course will be as follows

Your final grade in the course will be determined by the total number of points earned. A total of 300 points are distributed over the course requirements as follows:

Discussion Questions = 60
Reflections = 60
Performance Probes = 60
Final Exam = 120

Total = 300

Final Grade Table

A = 90-100%  
B+ = 87-89.5%  
B = 84-86.5%  
B- = 80-83.5%  
C+ = 77-79%  
C = 74-76.5%  
C- = 70-73.5%  
D = 60-69%

F = <60%
Important Notices:

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.

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.
## Course Schedule:

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<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/20</td>
<td>Introductions, Course Overview, Special Education Today</td>
<td>Complete Ch 1 DQ during class</td>
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<td>Chapter 1</td>
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<tr>
<td>2/21am</td>
<td>Universal Design, Collaboration, and Multicultural</td>
<td>Chs 2-3 DQs due at beginning of class</td>
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<td>Responsiveness; Chapters 2-3</td>
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<tr>
<td>2/21pm</td>
<td>Learning Disabilities – Chapter 4</td>
<td>Chs 4-5 DQs due at beginning of class</td>
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<td>Emotional Disturbance – Chapter 5</td>
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<td>ADHD – Chapter 6</td>
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<td>2/27</td>
<td>ADHD Cont. – Chapter 6</td>
<td>Chs 6-7 DQs due at beginning of class</td>
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<td>Giftedness – Chapter 7</td>
<td>Performance Probes 1 &amp; 2 Due</td>
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<td>Reflections for Chapter 1 (supp) Due</td>
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<td>2/28am</td>
<td>Mental Retardation – Chapter 8</td>
<td>Chs 8-10 DQs due at beginning of class</td>
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<td>Severe/Multiple Disabilities – Chapter 9</td>
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<td>Autism – Chapter 10</td>
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<tr>
<td>2/28pm</td>
<td>Autism, Cont. – Chapter 10</td>
<td>Chs 11-13 DQs due at beginning of class</td>
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<td>OHI – Chapter 11</td>
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<td>Physical Disabilities – Chapter 12</td>
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<td>TBI – Chapter 13</td>
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<td>3/5</td>
<td>Communication Disorders – Chapter 14</td>
<td>Chs 14 DQs due at beginning of class</td>
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<td>Review for Final</td>
<td>Performance Probes 3-4 Due</td>
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<td>Reflections for Chapter 2-3 (supp) Due</td>
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<tr>
<td>3/6am</td>
<td>Hearing Loss – Chapter 15</td>
<td>Chs 15-16 DQs due at beginning of class</td>
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<td>Visual Impairments – Chapter 16</td>
<td>Reflections for Chapter 4 (supp) Due</td>
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<tr>
<td>3/6pm</td>
<td>Final Exam</td>
<td>Performance Probes 5-6 Due</td>
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Performance Probe Grading Rubrics in Supplemental Text:

Up to 15 points Extra Credit may be earned by attending and participating in all class sessions according to the following scale:

- No absences, tardies (more than 5 minutes late), early departures = 10 points
- No absences, no more than 1 tardy = 8
- No absences, no more than 2 tardies or early departures = 6
- No absences, no more than 3 tardies or early departures = 4

Participation (worth 5 points) will be scored according to the following goals:

- Student actively participates in group tasks during class
- Student participates in class discussion through active listening and/or contribution
- Student takes notes during class lecture

Absences, tardies, and early departures will be recorded on sign-in sheets
Participation will be recorded in the professor’s record book only for those students who receive a “warning” regarding active participation; no extra credit points are given for participation after two such warnings.