I. Course Prefix and Number: ESP 701
II. Course Title: Introduction to Special Education and Legal Issues
III. Credit Hours: 3
IV. Semester: Spring 2012
V. Instructor: Catherine Howarter, M.A.
VI. Office/Phone/Email: CEB 144/702-895-3205/howerte2@unlv.nevada.edu
VII. Class Location: CEB 240 Wed 4-645
VIII. Office Hours: Mon/Wed/Thurs 1-4
IX. Prerequisites: None
X. Course Description:
Survey of the characteristics, training, and educational needs of students with disabilities and gifts and talents. Designed for undergraduate students in special education, general education, nursing, counseling, psychology, and related fields. Prerequisite to all subsequent courses in special education.

Standards Addressed: Council for Exceptional Children
Standard Domain Areas Addressed in this Course

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

XI. CEC Knowledge Objectives and Related Standards

1. Identify and describe the history, models, theories and philosophies that form the foundation of special education (CC1K1, GC1K3, GC2K1)
   CC1K1 Models, theories, and philosophies that form the basis for special education practice.
   GC1K3 Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
   GC2K1 Etiology and diagnosis related to various theoretical approaches.
2. Describe the laws, policies and procedures regarding identification process, classification, due process, and placement in the least restrictive environment within a continuum of services for individuals with disabilities. (CC1K4, CC1K5, CC1K6, GC1K1, GC1K4, GC1K5, GC1K8, GC8K2, CC8K2, CC8K3, GC4K4)
   CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
UNIVERSITY OF NEVADA, LAS VEGAS
ESP 701 – Introduction to Special Education and Legal Issues

CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

CC1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.

GC1K1 Definitions and issues related to the identification of individuals with disabilities.
GC1K4 The legal, judicial, and educational systems to assist individuals with disabilities.
GC1K5 Continuum of placement and services available for individuals with disabilities.
GC1K8 Principles of normalization and concept of least restrictive environment.

CC8K2 Legal provisions and ethical principles regarding assessment of individuals.
GC8K2 Laws and policies regarding referral and placement procedures for individuals with disabilities.

CC8K3 Screening, prereferral, referral, and classification procedures.

GC4K4 Prevention and intervention strategies for individuals at risk for a disability.

3. Identify sources of information and roles of professional groups, families, networks, agencies and publications for individuals with disabilities. (CC1K3, GC9K1, GC9K2, GC10K3, GC8K3)
CC1K3 Relationship of special education to the organization and function of educational agencies.

GC9K1 Sources of unique services, networks, and organizations for individuals with disabilities.
GC9K2 Organizations and publications relevant to individuals with disabilities.
GC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
GC8K3 Types and importance of information concerning individuals with disabilities available from families and public agencies.

4. Describe similarities, differences, educational and legal implications regarding the cognitive, physical, health, sensory, social and emotional needs of individuals with and without exceptional learning needs. (CC2K1, CC2K2, CC2K5, CC2K6, GC2K2, GC2K3, GC2K4, GC2K5, GC2K6, CC1K2, GC1K6)
CC2K1 Typical and atypical human growth and development.
CC2K2 Educational implications of characteristics of various exceptionalities.
CC2K5 Similarities and differences of individuals with and without exceptional learning needs.
CC2K6 Similarities and differences among individuals with exceptional learning needs.
GC2K2 Impact of sensory impairments, physical and health disabilities on individuals, families, and society.
GC2K3 Etiologies and medical aspects of conditions affecting individuals with disabilities.
GC2K4 Psychological and social-emotional characteristics of individuals with disabilities.
GC2K5 Common etiologies and the impact of sensory disabilities on learning and experience.
GC2K6 Types and transmission routes of infectious disease.
CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.
GC1K6 Laws and policies related to provision of specialized health care in educational settings.

5. Describe the impact of learners’ academic and social abilities, language development, attitudes, interests, and values on instruction, transition, and life, in general. (CC3K1, CC3K2, GC3K1, GC6K3, GC6K1)
CC3K1 Effects an exceptional condition(s) can have on an individual’s life.
CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
GC3K1 Impact of disabilities on auditory and information processing skills.
GC6K3 Typical language development and how that may differ for individuals with learning disabilities.
GC6K1 Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.

6. List barriers and adaptations related to learning, physical, and social environments (CC5K1, CC5K4, GC5K1, GC5K2, GC6K2, GC4K5, CC5K5)
CC5K1 Demands of learning environments.
CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
GC5K1 Barriers to accessibility and acceptance of individuals with disabilities.
GC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.
GC6K2 Communication and social interaction alternatives for individuals who are nonspeaking.
GC4K5 Strategies for integrating student-initiated learning experiences into ongoing instruction.
CC5K5 Social skills needed for educational and other environments.

7. **Distinguish the roles and responsibilities of educational professionals responsible for accommodating the learning, behavior, and social needs of individuals with disabilities across all settings.** (CC7K5, GC10K4, GC10K2, CC5K2, CC10K2)
   - **CC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.**
   - **GC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.**
   - **GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.**
   - **CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.**
   - **CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.**

8. **Define sources of information, terminology, uses, limitations, and accommodations of assessment procedures and instruments used with individuals with disabilities (CC8K1, CC8K4, GC8K1, GC8K4, GC8K3, CC8K5)**
   - **CC8K1 Basic terminology used in assessment.**
   - **CC8K4 Use and limitations of assessment instruments.**
   - **GC8K1 Specialized terminology used in the assessment of individuals with disabilities.**
   - **GC8K4 Procedures for early identification of young children who may be at risk for disabilities.**
   - **GC8K3 Types and importance of information concerning individuals with disabilities available from families and public agencies.**
   - **CC8K5 National, state or provincial, and local accommodations and modifications.**

9. **Give examples of roles, responsibilities, and concerns of families in regard to the cultural, social, and learning needs of their exceptional children.** (CC1K7, GC10K1, CC10K3, CC1K8, CC1K10, GC1K7, CC2K3, CC2K3, CC3K3, CC3K4, CC3K5, CC6K1, CC6K2, CC10K4)
   - **CC1K7 Family systems and the role of families in the educational process.**
   - **GC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.**
   - **CC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.**
   - **CC1K8 Historical points of view and contribution of culturally diverse groups.**
   - **CC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.**
   - **GC1K7 Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.**
   - **CC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.**
   - **CC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.**
   - **CC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.**
   - **CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.**
   - **CC6K1 Effects of cultural and linguistic differences on growth and development.**
   - **CC6K2 Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.**
   - **CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.**
10. Give examples of roles, responsibilities, and concerns of educational professionals in regard to the cultural, linguistic, social, familial, and earning needs of their exceptional children. (CC1K9, CC3K5, CC5K8)

   CC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.
   CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
   CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.

Dispositions are defined as values, commitments, and professional ethics that include behaviors toward students, families, colleagues, communities, communities and student learning, as well as motivation, development, and educators’ professional growth. All are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

   CC6K2 Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
   CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.
   CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.

XII. Results

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Related CEC Standards</th>
<th>Measurement/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and describe the history, models, theories and philosophies that form the foundation of special education</td>
<td>CC1K1, GC1K3, GC2K1</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>2. Describe the laws, policies and procedures regarding identification process, classification, due process, and placement in the least restrictive environment within a continuum of services for individuals with disabilities.</td>
<td>CC1K4, CC1K5, CC1K6, GC1K1, GC1K4, GC1K5, GC1K8, GC8K2, CC8K2, CC8K3, GC4K4</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>3 Identify sources of information and roles of professional groups, families, networks, agencies and publications for individuals with disabilities.</td>
<td>CC1K3, GC9K1, GC9K2, GC10K3, GC8K3</td>
<td>Disability Fact Sheets</td>
</tr>
<tr>
<td>4. Describe similarities, differences, educational and legal implications regarding the cognitive, physical, health, sensory, social and emotional needs of individuals with and without exceptional learning needs.</td>
<td>CC2K1, CC2K2, CC2K5, CC2K6, GC2K2, GC2K3, GC2K4, GC2K5, GC2K6, CC1K2, GC1K6</td>
<td>Disability Fact Sheets</td>
</tr>
<tr>
<td>5. Describe the impact of learners’ academic and social abilities, language development, attitudes, interests, and values on instruction, transition, and life, in general.</td>
<td>CC3K1, CC3K2, GC3K1, GC6K3, GC6K1</td>
<td>Disability Fact Sheets</td>
</tr>
</tbody>
</table>
6. List barriers and adaptations related to learning, physical, and social environments
   CC5K1, CC5K4, GC5K1, GC5K2, GC6K2, GC4K5, CC5K5
   Accommodations Assignment

7. Distinguish the roles and responsibilities of educational professionals responsible for accommodating the learning, behavior, and social needs of individuals with disabilities across all settings.
   CC7K5, GC10K4, GC10K2, CC5K2, CC10K2
   IRIS modules (collaboration)

8. Define sources of information, terminology, uses, limitations, and accommodations of assessment procedures and instruments used with individuals with disabilities.
   CC8K1, CC8K4, GC8K1, GC8K4, GC8K3, CC8K5
   Disability Fact Sheets

9. Give examples of roles, responsibilities, and concerns of families in regard to the cultural, social, and learning needs of their exceptional children.
   CC1K7, GC10K1, CC10K3, CC1K8, CC1K10, GC1K7, CC2K3, CC2K3, CC3K3, CC3K4, CC3K5, CC6K1, CC6K2, CC10K4
   IRIS module (collaboration)

10. Give examples of roles, responsibilities, and concerns of educational professionals in regard to the cultural, linguistic, social, familial, and earning needs of their exceptional children.
    CC1K9, CC3K5, CC5K8
    Final Exam

XIII. Course Resources

Required Text:

XIV. Supplemental Current & Classical References:


Suggested Internet Resources:
XV. Assignments

Participation
Because of the intense schedule of the course and instructional content, attendance and full participation is essential for this course. It is the student’s professional responsibility to attend class. As a part of class participation, students will have assignments related to the weekly topic that will provide an opportunity to explore and apply the week’s concept further. Some of these assignments will be completed in class others will be required to complete outside of class and submitted to WebCampus.

Midterm and Final Exam
The midterm and final exams will cover all content discussed in class or contained in the readings.
Midterm Feb. 29, 2012 Chapters 1-6
Final May 2, 2012 Chapters 7-14

Disability Fact Sheets
For each of the disability-specific chapters, students will complete a Disability Fact Sheet. Disability specific chapters are 5-14. The Fact Sheet should contain the following information:
   a. Definition
   b. Assessments for Identification
   c. Characteristics
   d. Instructional Strategies
A sample Fact Sheet can be found in Appendix A of this syllabus. Students are required to upload their fact sheets to WebCampus.

Current Issues in Education
(CRITICAL COURSE LEARNING ASSIGNMENT- EVIDENCE RELATED TO PERFORMANCE ON THIS ASSIGNMENT MUST BE INCLUDED IN YOUR MASTERS DEGREE PORTFOLIO. A GRADE OF B OR BETTER IS REQUIRED)

Possible Topics
No Child Left Behind Funding Response to Intervention
IDEA in 2004 Inclusion Early Intervention Services
Case Law Bilingual Education Services Discipline

The current issues assignment provides students with the opportunity to integrate their knowledge, personal and professional beliefs, and expertise/experience regarding diverse learners in our nation’s schools. For this project, students will select a current issue in education today and delineate facts about the issue and its impact on students with exceptional learning needs. For their selected issue, students will (a) provide a theoretical rationale for its selection, (b) identify at least 5 key components of the issue and discuss these components in detail, (c) generate a summary of the issue, and (d) provide support in the form of citations from the literature (in text and in a separate APA formatted reference list).
Evaluation and Grading

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Attendance and participation in discussions and in-class activities</td>
<td>120</td>
</tr>
<tr>
<td>Midterm and Final</td>
<td>Midterm and Final are worth 100 pts each</td>
<td>200</td>
</tr>
<tr>
<td>Disability Fact Sheets</td>
<td>Disability Fact Sheets are worth 10 pts each</td>
<td>80</td>
</tr>
<tr>
<td>Current Issues</td>
<td>Rubric for Current Issues</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

Late Assignments
Late work will not be accepted. All work is due by 4:15pm on the indicated date.

XVI. Performance Assessments

None of the assessments (assignments) in this class are performance assessments. As this is an introductory/survey course students do not work directly with pupils or their families to apply knowledge and skills covered in the course.

XVII. Special Notes

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 101) or the Office of the Dean of the College of Education (CEB 301).

In addition to successful academic performance in prescribed coursework, you are enrolled in a professional course of studies, which is governed by a student code of ethics and programmatic expectations. The Handbook of the Committee to Review Initial Licensure Students outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and student expectations. The handbook is available in the COE Dean’s office. Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other States. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

Religious Holidays
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only, and students must notify the course instructor of anticipated absences by the second week of the semester. Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the professor no less than one week prior to the missed class(es).

Disability Services
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. Learning Enhancement Services (LES) houses Disability Services, Tutoring Services, and Learning Strategies. If you have a documented disability that may require assistance, you will need to contact LES for coordination of your academic accommodations. LES is located in the Reynolds Services Complex in Room 137. The LES phone number is 895.0866 (TDD 702.895.0652); http://www.unlv.edu/studentlife/les

Collection of Student 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 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.

Copyright and Fair Use Requirements
The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subjects you to federal and state civil penalties and criminal liability as well as disciplinary action under University polities. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committee/copyright.

Beepers and Cellular Telephones
It is UNLV’s policy that all beepers and cellular telephones must be turned off during class time. If extenuating circumstances exist that this policy cannot be followed, please consult with the professor. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component, if included in the course.

Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

XVIII. Grading Policy:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>470-500</td>
<td>A</td>
</tr>
<tr>
<td>440-449</td>
<td>B+</td>
</tr>
<tr>
<td>390-399</td>
<td>C+</td>
</tr>
<tr>
<td>325-349</td>
<td>D</td>
</tr>
<tr>
<td>450-469</td>
<td>A-</td>
</tr>
<tr>
<td>420-439</td>
<td>B</td>
</tr>
<tr>
<td>370-389</td>
<td>C</td>
</tr>
<tr>
<td>Below 325</td>
<td>F</td>
</tr>
<tr>
<td>400-419</td>
<td>B-</td>
</tr>
<tr>
<td>350-369</td>
<td>C-</td>
</tr>
</tbody>
</table>
### XIX: Class Schedule:

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>01/18/12</td>
<td>Exceptionality and Special Education</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>01/25/12</td>
<td>Current Practices for Meeting the Needs of Exceptional Learners</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>02/01/12</td>
<td>Multicultural and Bilingual Aspects of Special Education</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>02/08/12</td>
<td>Parents and Families</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>02/15/12</td>
<td>Intellectual and Developmental Disabilities</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>02/22/12</td>
<td>Learning Disabilities</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 7</td>
<td>02/22/12</td>
<td>Learning Disabilities</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 8</td>
<td>02/29/12</td>
<td></td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>Week 9</td>
<td>03/07/12</td>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 10</td>
<td>03/14/12</td>
<td>Emotional/Behavioral Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 11</td>
<td>03/21/12</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Week 12</td>
<td>03/28/12</td>
<td>Communication Disorders</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 13</td>
<td>04/04/12</td>
<td></td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td>Week 14</td>
<td>04/11/12</td>
<td></td>
<td>No-Class-Work on Current Issues Paper</td>
</tr>
<tr>
<td>Week 15</td>
<td>04/18/12</td>
<td>Low-Incidence, Multiple, and Severe Disabilities</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 16</td>
<td>04/25/12</td>
<td>Physical Disabilities and Other Health Impairments</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Week 17</td>
<td>05/02/12</td>
<td>Final Exam</td>
<td></td>
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**Evaluation Rubric for Current Issues Assignment**

<table>
<thead>
<tr>
<th>SPECIFIC ISSUE DISCUSSION</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical Rationale</strong></td>
<td>Provided a cogent theoretical rationale supported by the literature. (9-10 points)</td>
<td>Provided a theoretical rationale supported, for the most part, by experience. (7-8 points)</td>
<td>Theoretical rationale not supported by experience or the literature, or it is missing. (&lt;7 points)</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Discussed current/future impact of 5 key components of the issue. Provided ample data and references to support points made in the paper. (54-60 points)</td>
<td>Discussed current/future impact of issue but provided limited data or weak referencing. (48-53 points)</td>
<td>Discussed current/future impact of issue relying primarily on personal perspective. Lack of data and support from the literature. (&lt;53 points)</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Summarized thinking related to issue. (9-10 points)</td>
<td>Summarized facts related to issue. (7-8 points)</td>
<td>Summary is missing. (&lt;7 points)</td>
</tr>
</tbody>
</table>

**FORMAT**

<p>| Mechanics | High quality writing that includes limited or no grammatical, spelling, or punctuation errors. (9-10 points) | Writing that includes some grammatical, spelling, or punctuation errors. (7-8 points) | Poor writing that includes many grammatical, spelling, or punctuation errors. (&lt;7 points) |
| References | Provided at least 7 references using correct APA format. (9-10 points) | Provided at least 5 references using APA format with minimal errors. (7-8 points) | Provided less than three references and/or did not use APA, or there were significant errors in the use of APA. (&lt;7 points) |</p>
<table>
<thead>
<tr>
<th>IRIS CONTENT</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenge</strong></td>
<td>The movie was viewed in full.</td>
<td>Some of the movie was shown.</td>
<td>None of the movie was shown.</td>
</tr>
<tr>
<td></td>
<td>(9-10 points)</td>
<td>(7-8 points)</td>
<td>(&lt;7 points)</td>
</tr>
<tr>
<td><strong>Thoughts</strong></td>
<td>All questions were asked by the presenter and discussed by the class.</td>
<td>Some of the questions were asked by the presenter and discussed by the class.</td>
<td>None of the questions were asked by the presenter and none were discussed.</td>
</tr>
<tr>
<td></td>
<td>(9-10 points)</td>
<td>(7-8 points)</td>
<td>(&lt;7 points)</td>
</tr>
<tr>
<td><strong>Perspectives &amp; Resources</strong></td>
<td>At least one page was viewed and explained for each question.</td>
<td>At least one page was viewed and explained for some of the questions.</td>
<td>None of the pages were viewed and explained for any of the questions</td>
</tr>
<tr>
<td></td>
<td>(9-10 points)</td>
<td>(7-8 points)</td>
<td>(&lt;7 points)</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>All questions were asked by the presenter and correctly answered by the participants.</td>
<td>Some questions were asked by the presenter. Some of the answers were incorrect.</td>
<td>None of the questions were asked by the presenter. None of the answers were correct.</td>
</tr>
<tr>
<td></td>
<td>(9-10 points)</td>
<td>(7-8 points)</td>
<td>(&lt;7 points)</td>
</tr>
<tr>
<td><strong>Wrap Up</strong></td>
<td>Provided a succinct conclusion of the topic that was being discussed.</td>
<td>Provided a short conclusion of the topic that was being discussed.</td>
<td>The conclusion was not to the point.</td>
</tr>
<tr>
<td></td>
<td>(9-10 points)</td>
<td>(7-8 points)</td>
<td>(&lt;7 points)</td>
</tr>
<tr>
<td><strong>Verbal</strong></td>
<td>The presenter demonstrated effective verbal skills (tone of voice, clarity, speed, volume)</td>
<td>The presenter demonstrated some effective verbal skills.</td>
<td>The presenter did not demonstrate effective verbal skills.</td>
</tr>
<tr>
<td></td>
<td>(9-10 points)</td>
<td>(7-8 points)</td>
<td>(&lt;7 points)</td>
</tr>
<tr>
<td><strong>Non-verbal</strong></td>
<td>The presenter demonstrated effective body language (eye contact, facial expressions, gestures).</td>
<td>The presenter demonstrated some effective body language.</td>
<td>The presenter did not demonstrate effective body language.</td>
</tr>
<tr>
<td></td>
<td>(9-10 points)</td>
<td>(7-8 points)</td>
<td>(&lt;7 points)</td>
</tr>
<tr>
<td>DISABILITY INFORMATION</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Introduction and Definition</td>
<td>Provided a succinct introduction and definition of the disability that was supported by the literature. (18-20 points)</td>
<td>Provided a short introduction and definition that contained mostly facts. (11-17 points)</td>
<td>The introduction was not to the point and the definition contained no reference to the literature. (&lt;10 points)</td>
</tr>
<tr>
<td>Assesments</td>
<td>Listed at least two assessments that are used for identification. (10 points)</td>
<td>Listed only one assessment that is used for identification. (5 points)</td>
<td>Listed no assessments that are used for identification. (0 points)</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Provided academic (reading, writing, mathematics) and social characteristics of the disability. (18-20 points)</td>
<td>Provided only one characteristic of the disability and a few details. (11-17 points)</td>
<td>Provided only the characteristics with no details. (&lt;13 points)</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>Listed at least 10 instructional strategies and/or accommodations. (18-20 points)</td>
<td>Listed at least 7 instructional strategies and/or accommodations. (11-17 points)</td>
<td>Listed at least 5 instructional strategies and/or accommodations. (&lt;10 points)</td>
</tr>
<tr>
<td>Mechanics</td>
<td>High quality writing that includes limited or no grammatical, spelling, or punctuation errors. (9-10 points)</td>
<td>Writing that includes some grammatical, spelling, or punctuation errors. (7-8 points)</td>
<td>Poor writing that includes many grammatical, spelling, or punctuation errors. (&lt;7 points)</td>
</tr>
</tbody>
</table>
**Learning Disabilities Fact Sheet**

*Students with learning disabilities represent a varied group. Not all students with learning disabilities will experience the same challenges or present the same needs. Research on students with learning disabilities, however, highlights general characteristics and instructional practices that are effective across a wide range of students.*

**Definition**

A learning disability is a neurological disorder that affects the brain’s ability to receive, process, store, and respond to information (NCLD, 2007). Individuals with learning disabilities will have average to above average intelligence, but experience difficulty in one or more of the following areas: listening, speaking, reading, writing, and/or mathematics. The majority of individuals with learning disabilities have difficulty in the area of reading (~80%).

**Assessments used for Identification**

- **Ability-Achievement Discrepancy**
  - IQ Test (e.g., WISC-IV)
  - Achievement test (e.g. KTEA, Woodcock Johnson)

- **Response-to-Intervention**
  - Curriculum-Based Measurements and Progress Monitoring

**Characteristics**

- **Academic**
  - Difficulty with reading (learning to read and/or comprehension)
    - Lack of phonemic awareness
    - Difficulty with developing vocabulary
    - Slow reading rate
    - Poor comprehension and retention of material
    - Difficulty retelling a story
    - Difficulty identifying salient features of text (e.g., main ideas, story grammar)
  - Difficulty with writing
    - Difficulty expressing ideas through writing
    - Poor penmanship; Poor pencil grip
    - Difficulty mastering the conventions of writing (e.g., grammar, spelling, punctuation)
    - Frequent spelling errors
  - Difficulty with mathematics
    - Difficulty learning basic facts
    - Difficulty copying problems
    - Difficulty comprehending word problems
    - Difficulty remembering multi-step computational processes

- **Social-Emotional**
  - Difficulty with pragmatics (understanding the nuances of language in a social context), which leads to difficulty understanding jokes, sarcasm, or comics
  - Difficulty understanding another’s point of view
  - Difficulty reading other people’s non-verbal communication

**Instructional Strategies**

- Potential “Hot Spots” or Challenges for Students with LD
  - Text written above a student’s reading level
  - Multi-step projects that require considerable outside-of-class time
  - Lectures that require extensive note taking
  - Competitive group learning formats with non-specified roles
  - Discussion-oriented classes that are dependent upon “incidental” learning—picking up salient topics and content through listening to peers and teacher interactions

- Recommended Strategies
  - Break large assignments into several smaller assignments with progressive due dates
  - Provide copies of lecture notes (PowerPoint or overheads); assign a note-taker
  - Provide alternative sources of text information (e.g., e-texts, trade books, alternative text)
  - Create daily summaries of class content, written or oral
  - Provide written daily objectives
- Provide extended time to read and/or complete assignments
- Require the use of an assignment notebook for tracking assignments and progress
- Vary instructional methods to include direct instruction with frequent student interactions
- Use a variety of information processing strategies such as graphic organizers, mnemonics, provide visuals for directions and processes, ample practice opportunities
- Organize content, “chunk” information by providing frequent reviews within the lesson
- Create study guides