



SpEd 480 Issues for Inclusion
Fall 2014
TAMU-Commerce at Navarro Campus/Midlothian
Tues. 4:30-9:30

Instructor: Brenda Jackson M.Ed

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings: Vaughn, S., Bos, C., & Schumm, J. (2011). **Teaching Students who are Exceptional, Diverse, and At-Risk** in the General Education Classroom (5th Ed.), Boston: Allyn and Bacon. *Please bring your textbook to every class meeting beginning **September 2, 2014**.*

Course Description: The purpose of this course is to identify the social/emotional and academic needs of students with special needs in field-based inclusive settings. Management strategies, social skill development and academic modifications will be developed. A key purpose of the course is to identify collaborative strategies, tools and approaches that will assist in making the general education classroom more inclusive for all students. The following topics will be discussed: individual differences and characteristics of disabilities, modifying in content areas, collaboration modes and tools, Response to Intervention, and a guide to the special education processes. As a resident, you will be expected to actively participate in seminar activities and course assignments in ways that demonstrate your development as professional educators.

Student Learning Outcomes:

The teacher

- 03 understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives,
- 04 understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments,
- 05 knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive,
- 08 provides appropriate instruction that actively engages students in the learning process, understands and adheres to legal and ethical

requirements for educators and is knowledgeable of the structure of education in Texas.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments: During class discussions, you will be expected to be able to discuss the subject matter in the chapters listed on your class schedule. Class assignments will require knowledge of the information from the textbook.

Campus Survey: To be the most effective collaborating team member, it is important that you are aware of the resource/support personnel and programs that are available on your campus. Complete the attached campus survey and submit on **9/30/2014**. If there are other resource programs or personnel on your campus that are not included on the survey, you may add that information. Try to discover the roles and functions for each resource person or program. Know that some of these resources may not be housed on your campus, but would be available through your district or co-op if a student required specialized services. For example, if a student required occupational or physical therapy, how would those services be delivered? Who would be assigned to deliver those services? *If several of you are working on the same campus, you may work together and share the information you each gather, but I will need individual copies from each of you.*

Prompts for Chapter Reflections

Reflection prompts are listed for each of the three assignments. Plan to submit your reflections on the dates indicated on the schedule. For each reflection, support your response with information from the BOOK. Each prompt should be approximately 1 page in length. * Spelling and grammar check should be used since points will be deducted for errors. 5 errors= 10 point reduction, 10 errors = 20 point reduction.

Prompt 1

- Because of No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) there is increased emphasis put on inclusive schooling for students with disabilities. Talk about the benefits of and challenges to inclusion and how you are preparing to serve students with disabilities in your classrooms. Use your book as a resource. **Due 9/16/2014.**

Prompt 2

- Educators are always under pressure to cover the instructional goals of the curriculum while considering the different ability and interest levels of the students served. Based on the information in the book, talk about how you can or will apply your knowledge of planning and grouping practices to address this challenge. **Due 9/30/2014.**

Prompt 3

- A critical part of teaching is creating and maintaining a classroom climate that is conducive to the learning of all students. Considering the diversity that exists in public school classrooms today and the importance of well-managed classrooms, talk about what you can/would do to accomplish this goal focusing primarily on the student with an emotional disorder/disturbance or ADHD in the general education classroom. Use your book as a resource. **Due 10/28/2014.**

IEP Meeting (ARD) Attendance/Interview: Observe at least one ARD meeting before **10/28/2014**. The goal is for you to *observe or become knowledgeable of this process* prior to participating as a teacher of record. You will need to contact the ARD Coordinator on your campus to arrange for this. After attending the ARD, you will submit a reflection piece and include the following information:

- 1) Who attended the ARD and what is each member's purpose at the ARD? (*identify by role only, not by name*)
- 2) Who appeared to be the ARD facilitator or coordinator?
- 3) What was the purpose of the ARD (Admission, Review, or Dismissal)?
- 4) What kind of information (assessment, instructional, behavioral, etc.) was shared by each committee member?
- 5) Particularly, what appeared to be the general educator's role and responsibility as a committee member?
- 6) How were educational goals and objectives determined? How were accommodations and modifications determined?
- 7) How did the committee arrive at decisions concerning the student's least restrictive environment (LRE)?
- 8) As a general educator, what would you need to do to prepare to participate in an ARD meeting? What do you feel is necessary for you to be the most effective ARD team member possible?

***Each school district is different. If your school does not allow residents/interns to attend ARD meetings, then you will need to interview your mentor in order to complete this assignment.

Evidence of Accommodations/Modifications and Collaboration: Review the IEPs of the students served in your general education setting and refer to the ARD meeting you attended. Note the format of the documents and how mandated components are addressed. Particularly, what accommodations or modifications are specified for use in the general education? Develop a table (or other tool) that will allow you to have all of the accommodations or modifications for each student you are serving in one, accessible document. If any of your students have a behavior intervention plan (BIP) in place, note the reinforcers and consequences outlined and how they are to be administered.

As you work with the students in your classes, consider these points:

- Is there currently a system in place to track the effectiveness of identified accommodations and/or modifications?
- What interactions have you had with others concerning improving service delivery to your students with disabilities? How would you describe your personal attempts to work collaboratively?
- What have your efforts been to include these students in the general education classroom setting?

Your assignment is to submit the following:

- A lesson plan (you may use one you are developing for another current class) for a general education class.
- Attach a copy of the accommodations/modifications (no names included on this assignment) the student needs to be successful in completing the assignment/project.
- Also include in this assignment an extension for the higher level learner.

Note: If there is not a student with an identified disability in your classroom, check with the special educator or educational diagnostician on your campus to review forms that are used to

create the student accommodations. Document what you are doing to ensure the success of all students. This assignment is due **10/14/2014**.

Response to Intervention: Consider the students in your class and determine those that are possible candidates for the RTI process. Particularly consider the student that needs "something" but has not qualified for special education.

* Select one student and write a plan to help that child be successful in school. You will need to become familiar with your school's RTI process and each tier. Design interventions for each tier in order to help this student become successful through the 3 tier process. This assignment will be an ongoing assignment throughout the semester.

*If this is a child with behavior problems, what type of Behavior Intervention Plan will you adopt? Design interventions to address the misbehaviors and how to help the student improve his/her behavior.

* Spelling and grammar check should be used since points will be deducted for errors. 5 errors= 10 point reduction, 10 errors = 20 point reduction.

*** Include in this plan Tier I interventions, Tier II interventions, and Tier III interventions. Due 12/02/2014.**

Final Assessment: You should begin preparing for your final exam the first week of classes. Come prepared to class, read all chapters and participate in class discussions. Take good notes.

Grading

Survey	50
Prompts (50 pts each)	150
Lesson Plan with accommodations	100
ARD meeting reflection paper	100
RTI	100
Final Assessment	200
Total Possible Points	700

5 points for perfect attendance, no tardies or early exit

<u>Grade/Descriptor</u>	<u>Points Earned</u>
A=exceptional	640-700
B=commendable	560-639
C=developing	490-559
D=minimal	420-489
F=unsatisfactory	419 and below

***There are ways in which to earn extra points throughout the semester. ***

<http://www.livebinders.com/>

TECHNOLOGY REQUIREMENTS

Access to the internet—high speed internet recommended
Word processing (Microsoft Office Word 2003 or 2007)
Access to University Library site
Access to an email

ACCESS AND NAVIGATION

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Evaluation of course requirements

Evaluation will be adapted from the holistic scoring used for the residency. Your attitude in class will be considered as well as your participation and all assignments. There will be a final assessment covering the child-centered process and the responsibilities of the general education teacher. The instructor reserves the right to consider absences, tardies, evidence of professional behavior shown through effort, respect for both the instructor and peers, and understanding of confidentiality when making evaluation judgments.

Both content and presentation of content will be considered when scoring written products. It is important that you use professional language, and edit/proofread your work before turning it in for grading. All written papers must be typed and double spaced. Use a font (Arial or Times New Roman) no smaller than 10 or larger than 12. * Spelling and grammar check should be used since points will be deducted for errors. 5 errors= 10 point reduction, 10 errors = 20 point reduction.

Confidentiality is imperative when dealing with students with special needs. **DO NOT INCLUDE STUDENT NAMES ON ASSIGNMENTS THIS FOR THIS CLASS.** Discussion of student names is also prohibited.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

"All students at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment>" (See Student's Guide Handbook, Policies and Procedures, Conduct)

Pagers and cell phones must be turned off during class. If there is an emergency warranting the use of cell phones, information must be presented to the instructor prior to the class. The use of pagers and cell phones (for calls or texting) disrupts the entire class and limits the learning taking place. You will be asked to leave the class and counted absent should you choose to disregard this information. You will not be allowed to turn in any assignment due that date.

Students are expected to attend all classes and participate in class discussions and activities unless they have excused absences (as determined by the Student's Guidebook). **Excuses must be submitted in writing within 24 hours of the missed class.**

All assignments are due on the listed due dates. Submitting assignments past due dates will affect the number of points earned.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

SPED 480**Spring 2014 Schedule**

September 2, 2014	Chapter 1 "Special Education and Inclusive Schooling" Chapter 3 "Collaborating and Coordinating with other Professionals and Family" Chapter 2 "Response to Intervention"
September 16, 2014	Chapter 2 "Response to Intervention" Chapter 9 "Teaching Students with Chapter 2 "Response to Intervention" Prompt 1 Due
September 30, 2014	Chapter 6 "Teaching Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder" Chapter 9 "Teaching Students with Autism Spectrum Disorder/ Pervasive Developmental Disorders" Chapter 2 "Response to Intervention" Campus Survey and Prompt 2
October 14, 2014	Chapter 2 "Response to Intervention: Developing Success for All Learners Chapters 12, 13, 14, 16 " Planning and Grouping Strategies for Special Learners" Fostering Strategies for Student Independence" and Review for Final 3 pages REVIEW of RTI Due and Lesson Plan with Accommodations

October 28, 2014	Chapter 10 "Teaching students with Developmental Disabilities." Chapter 8-"Teaching Students with Emotional and Behavioral Disorders" RTI—class/group work ARD Reflection Paper Due and Prompt 3
November 11, 2014	Chapter 5 "Managing Student Behavior and Promoting Social Acceptance" Chapter 11 " Teaching students with Visual Impairments, Hearing Loss, Physical Disabilities, Health Impairments, and Traumatic Brain Injury"
December 2, 2014	Review for Final Exam RTI, and all remaining assignments
December 9, 2014	Comprehensive Final Exam

Campus Survey

Your Name: _____

Your Campus Name and City: _____

I. What support programs are available on the campus?

_____ English as a Second Language (ESL)
_____ 504 Committee
_____ RTI
_____ At-Risk Programming
_____ Gifted/Talented
_____ Bilingual Education

_____ ***Special Education***
_____ Speech Therapy*
_____ Resource/Inclusion/Life Skills
_____ Adapted Physical Education*
_____ Occupational Therapy (OT)*
_____ Physical Therapy (PT)*

II. Research (via the internet as well as at your school) the At Risk, Special Education, ESL, 504, G/T, and RTI programs as well as ANY other programs on your campus. Describe each program and position (title) of the facilitator of the program. This should be computer generated, double spaced and attached to this form. This should be approximately 3 pages. You will write about each listed above; however, you will check mark ONLY those provided on your campus. Please include any ADDITIONAL programs on your campus that are not listed above.

*All Special Education Services

Special Education Acronyms

504 – Section 504 of the Rehabilitation Act of 1973

ADA – Americans with Disabilities Act of 1990

AEIS- Academic Excellence Indicator System

AEP – Alternative Education Program

AI – Auditory Impairment

ARD – Admission, Review, and Dismissal

AT – Assistive Technology

AU – Autism

AYP – Adequate Yearly Progress

BIP - Behavior Intervention Plan

CBM – Curriculum Based Measurement

CIP – Continuous Improvement Plan

DAEP – Disciplinary Alternative Education Program

DB – Deaf-Blind

DPH – Due Process Hearing

ECI – Early Childhood Intervention

ED – Emotional Disturbance

ELL – English Language Learner

ESC – Education Service Center

ESY – Extended School Year Services

FAPE – Free Appropriate Public Education

FBA – Functional Behavioral Assessment

FERPA – Family Educational Rights & Privacy Act

FIE – Full and Individual Evaluation

IDEA – Individuals with Disabilities Education Act of 1990

IDEIA—Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program

IFSP – Individual Family Service Plan

ITP – Individual Transition Plan

LD – Learning Disability

LRE – Least Restrictive Environment

LEA – Local Education Agency

LEP – Limited English Proficient

LPAC – Language Proficiency Assessment Committee

LRE – Least Restrictive Environment

MD – Multiple Disabilities

MDR – Manifestation Determination Review

MR – Mental Retardation

NCEC – Non-categorical Early Childhood

NCLB – The No Child Left Behind Act of 2001

OHI – Other Health Impairment

OI – Orthopedic Impairment

OSEP- Office of Special Education Programs, U.S. Department of Education

PBM – Performance-Based Monitoring

PBS – Positive Behavior Support

PEIMS – Public Education Information Management System

PPCD – Preschool Program for Children with Disabilities

RTI – Response-to-Intervention

SBEC – State Board for Educator Certification

SBOE – State Board of Education

SI – Speech or Language Impairment

STAAR—State of Texas Assessments of Academic Readiness

STAAR M—State of Texas Assessments of Academic Readiness Modified

STAAR Alt—State of Texas Assessments of Academic Readiness Alternate

TBI – Traumatic Brain Injury

TELPAS – TX English Language Proficiency Assessment System

TEA - Texas Education Agency

TEKS – Texas Essential Knowledge and Skills

TETN – Texas Education Telecommunications Network

USDE – United States Department of Education

VI – Visual impairment