



## SPED 480-71E, Issues for Inclusion COURSE SYLLABUS: Fall 2014

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### Course Information

- ✓ SPED 480.71E/CRN -81271, Issues for Inclusion
- ✓ Spring 2014
- ✓ 3.0 Credit hours

### 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 models 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.

### Text and Materials:

**TEXT:** Vaughn, S. Bos, C., & Schumm, J. (2014). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom (6th Ed.), Boston: Allyn and Bacon. **#0133039382. You may purchase a traditional textbook or etext. You may access the etext with a computer, laptop, or ipad.** With either version you may purchase myEducation Lab. **This is not required but offers you sample lesson plans, study plans, videos of master teachers, preparing a portfolio, and other things you may find helpful.**

For students who want MyEducationLab (which includes eText) in addition to a printed loose-leaf copy of the text, order ISBN: 0133386244

Students who would like the eText and loose-leaf withOUT the additional MyLab, order ISBN: 0133386287

You may choose to get the eText directly from Pearson: more info--

<http://www.pearsonhighered.com/etextbooks/students/what-are-etexts/index.html>

[www.pearsonhighered.com](http://www.pearsonhighered.com) > REGISTER > Student > select the text and pay for access online.

**A Guide to the Admission, Review and Dismissal Process**, Texas Education Agency, March, 2012. You will be expected to obtain a free copy of this booklet from your school district, either from the special education department or campus principal, or if you have difficulty obtaining this booklet, **you can copy it from the ESC Region 18, The Legal Framework, IDEA 2004 [www.esc18.net](http://www.esc18.net)**). **Have this document in class by the beginning of first class meeting.**

- The text provides useful and interesting information through **websites** that are relevant to text discussions.
- MyEducationLab is a service which offers Connection to National Standards, Assignments and Activities, Case studies, Teacher Talk, and Study Plan specific to this test. The Lab also offers Course Resources. In this section you will the Lesson Plan Builder, IEP Tutorial, Preparing a Portfolio, etc. Certification and Licensure will assist you in studying for the certification exam. Each chapter offers a pre- and post-test to assess your understanding of the chapter.
- **eCollege will be used for the syllabus, announcements, DropBox, and Grading.**

## Course Competencies/Objectives:

The student will

- ✓ 03-understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives,
- ✓ 04-understand learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments,
- ✓ 05-learn 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-understand and adhere to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

## Course Expectations and Rules:

**This course consists of a series of activities and assessments to assist you in achieving the competencies and objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, and assessments.**

- ✓ Class participation: class participation is expected of every student. Participation includes turning in assignments and participating in group discussions.
- ✓ Professional behavior: professional behavior includes being punctual and attending all class sessions. Activities and discussions in class will be utilized to promote understanding of course content.

- ✓ Students are expected to attend ALL classes. Excessive absences will result in course failure. Assignments are due on the date indicated.
- ✓ **Late assignments will be accepted one week following the due date with a 10 point deduction. No late assignments will be accepted after that deadline.**
- ✓ You are preparing to enter the teaching profession. Teaching is a professional career which requires dedication and offers daily challenges. As a professional, you must be able to communicate effectively. All written work will be graded for content as well as appropriate grammar and spelling (2 points deducted for each spelling/grammar error).
- ✓ You will get from this course what you put into the course. If you have questions, please ask because other students may have the same question. If you are unsure of the assignments, discuss this with me. I am more than happy to discuss anything related to your thoughts on the material, your concerns with the course requirements, and anything else you feel is pertinent. I trust that you will be in charge of letting me know how I can make this learning experience one of the best you have ever had.
- ✓ **Your papers must be turned in through the DropBox.**

## Activities/Assessments:

### READINGS:

**Chapter Readings:** Read Chapters **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16**. You are expected to know the subject matter in these chapters.

### ASSIGNMENTS:

- *Spelling and grammar checks should be used since points will be deducted for errors (2 points for each error will be deducted).*
- *All papers should be submitted in **12 point font double spaced** through the DropBox.*
- *Papers should be submitted on time. Late assignments will be accepted one week following the due date with a 10 point deduction. **No late assignments will be accepted after that deadline.***

#### 1. **Campus Survey: 20 points**

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 via the “Drop Box” on **Class #2**.

- ✓ Determine the total school district population, total number of special education students served in your school district, total number of students on your campus, and total number of special education students served on your campus.
- ✓ On the survey, **identify by full name the person(s) in each applicable position**. For your own information you may want to determine their roles and functions, and the service each person provides to the Special Education student population (however, this is not required to turn in.) If there are other resource programs or personnel on your campus that are not included on the survey, you may add that information.
- ✓ To fully accomplish this assignment, you may need to contact the Special Education Director for the school district, diagnostician, special education teacher, counselor, or principal to be

sure you have all the appropriate personnel listed. Many are scheduled only into the school for parts of a day through your district or co-op for specialized services and can be missed if not carefully researched. For example, if a student required occupational or physical therapy, how would those services be delivered? Their roles as support are none-the-less important and **must** be included in this survey.

If several of you are working on the same campus, you may work together and share the information you each gather, **but both of you would need to turn in an individual campus survey.**

## 2. Response To Intervention Team Survey: 100 points

- a. (Pre-referral Assistance Team, Teacher Assistance Team) ---Survey a school district and locate a functioning Rti team. The pre-referral team may have a name specific for that campus; therefore, ask the principal or diagnostician to reveal the policy regarding the Rti process. It is important that you determine the “Research based instructional reading method”, or model used in that district.
  - b. After determining the preceding information, locate a general education teacher who has used this model and prepare a reflection paper on that teacher’s experiences, success or lack of success. The reflection paper should include answers to the following questions but can include additional information you learn.
  - c. It will be helpful for you to fully know and comprehend Chapter Two before you start this assignment. **This reflection paper is due Class #3.**
- ✓ What modifications did the teacher use?
  - ✓ What specific instructional materials were used?
  - ✓ What scientific research-based interventions were used?
  - ✓ How did the teacher assess the students?
  - ✓ How was progress monitoring done?
  - ✓ What other support personnel in the school assisted the students?
  - ✓ How did the teacher approach the parents in enlisting their help?
  - ✓ Depending on the grade, what was done to help the students pass the STARR or prepare for the STARR in a later grade?
  - ✓ How does the teacher approach the child with failure?
  - ✓ Was time after school used to work with the child?

## 3. Terms and Definitions: 10 points

Submit to the DropBox the definitions for the terms found in Document Sharing entitled, Terms and Definitions. **Due Class #3**

## 4. ARD Meeting Attendance: 100 points

**By Class #4**, you should have observed an ARD meeting. School policy may vary regarding resident attendance at ARD meetings. You will need to contact the ARD Coordinator (diagnostician, principal, assistant principal, counselor) to arrange for this.

**At the end of this syllabus, there is a Special Attendance Letter to use for permission to attend an ARD. Bring it to the first-class for my signature.**

The goal is for you to observe and become knowledgeable about the ARD process prior to participating as a teacher of record. After attending the ARD meeting, write a one-page reflection paper describing your observations of the ARD meeting and submit it on **Class #5** via the “Drop Box”. The reflection paper should consist of your views of the quality, meaningfulness of the ARD and its value to the education of the student. **Remember confidentiality.** Do not use the student’s name—use initials, but identify grade level and gender. Length is not a factor, but depth of observation and the recording of it are. This must be of a professional format.

Spelling and grammar checks should be used since points will be deducted for errors. Each error will result in a deduction of 2 points.

1. Who was in attendance? (use title, not name)
2. Who was the facilitator or coordinator of the meeting? (by title, not name)
3. Was a parent or advocate present? If not, what arrangements were made to notify the parent of the proceedings?
4. What was the purpose of the meeting?
5. Were assessment, progress, and grading discussed?
6. Was an IEP developed? If so, what areas of concern were addressed? If not, why not?
7. Who had input into the IEP? How were educational goals and objectives determined?
8. How were modifications and accommodations determined? What decisions were made?
9. How did the committee arrive at decisions concerning the student's least restrictive environment? (LRE)
10. Who was given a copy of the IEP? If IEPs were not distributed at the meeting, what plans were made to distribute the IEP to the person responsible?
11. Was the STARR discussed? What decision was made?
12. Was anyone given suggestions for teaching the student? Explain.
13. Was behavior or discipline discussed? What decisions were reached regarding discipline management?
14. What appeared to be the role of the general educator and responsibility as a committee member?
- 15. What have you learned about ARD meetings?**
- 16. What questions do you still have?**

#### **5. Diagnostician Interview: 10 points**

Interview the diagnostician that serves the school district and fully explore the roles of the diagnostician and the process used to evaluate a student that is being referred for assessment. **Submit this interview on Class #4** via the "Drop Box".

#### **6. General Education Teacher Interview and Evidence of Modification and Collaboration in the General Education Setting: 10 points**

Locate a general education classroom that has Special Education students with reading or math disabilities and interview the general education teacher of that classroom. Observe how the general education teacher prepares lesson plans and prepares to deliver instruction to the Special Education student who is at a different grade level. Also, review the collaboration between General Education and Special Education. **Submit this interview on Class #6** via the "Drop Box".

#### **6. Lesson Plan Report. 50 points**

You now have the opportunity to try some of the strategies you have learned in this course. Modifying for special education students as well as at-risk students in the regular classroom is a challenge you will face every day in your classroom.

- a. Select from one of the following subjects: reading, math, or writing,
- b. Select one or more students you plan to use with this subject. Describe the student

and discuss why you selected this student. What is the disability or at-risk characteristics? Consult the chapter dealing with the Categorical Differences (Chapters 6-11).

c. After you have selected the subject, consult the chapter dealing with that subject (Chapters 14, 15, 16) and **develop a lesson plan consisting of strategies you have learned from the chapter. Be sure and use the 60 second lesson.**

c. Consult your mentor and with the mentor's cooperation, teach that lesson. These strategies can be used with special education students, at-risk students, or regular education students.

d. Afterwards, reflect on how the strategy worked. **Submit a paper by Week #7** "via the Drop Box" with the **following topics but not limited to these:**

1. Describe the student(s) you selected to use with this strategy. Why did you select this student?

2. List chapter and page number citing the strategy you tried—describe the strategy.

3. What accommodations/modifications did you use?

4. Did you think that these techniques were helpful to **all** students?

5. Was it particularly beneficial to the selected student(s)? **Why?**

6. Is this a technique you will use in your classroom?

7. How would you modify the strategy to accommodate your students?

8. **Include a copy of the lesson plan with your reflection.**

**e. Make a presentation to class: 50 points**

f. **Using technology** (power point, SmartBoard, etc.) make a presentation to the class describing the student(s) you selected, subject, strategies, and lesson plan. The presentation should be from 10-15 minutes in length. **50 points**

Your presentation will be graded on:

a. Font used and ease in reading

b. Creativity

c. **Copy of technology sent to DropBox**

**8. Final Assessment: 150 points**

You should begin preparing for your final exam the first week of classes. Come prepared to class by reading all chapters and participate in class discussions. Take good notes.

## Grading

Campus Survey	20 points
Terms and Definitions	10 points
Response to Intervention Paper	100 points
ARD Paper	100 points
Diagnostician Interview	10 points
General Ed. Teacher Interview	
And Evidence of Modifications	
And Collaboration	10 points
Lesson Plan	50 points
Class Presentation	50 points
Technology	50 points
Final Exam	150 points
Total Points	550 points

**Bonus Points: (due by first class meeting—submit to the DropBox)**

**Optional:**

Write a one-page autobiography about yourself 5

Answer questions concerning the Syllabus (found in DocSharing) 5

500-550 points	A
449-499 points	B
448-498 points	C
397-447ints	D
Below 397 points	F

## Technology Requirements/Access and Navigation

While this is a face-to-face class, the class is registered under eCollege. Announcements may be given using eCollege and the Mini-Research paper will be sent to me through the DropBox. The Syllabus will be accessed through eCollege. If you have questions, you may use Virtual Office. I will check it frequently and respond. Other students may have this same question and find the answer helpful.

You will need access to a computer with

- ✓ Internet access
- ✓ Microsoft Windows (XP or newer) and a recent version of Microsoft Internet Explorer
- ✓ Word processing software (**Microsoft Word** preferred)
- ✓ Access to an email

Should I need to e-mail you for purposes related to SPED 480, I will e-mail you at the address provided in myLEO.

## Being a Successful Student

- ✓ Read the Syllabus carefully so that you understand what is expected of you
- ✓ Read each chapter assigned and be able to discuss its contents during class
- ✓ Make a plan on how you will successfully complete each of the assignments on time
- ✓ I see you as a self-directed learner who will get from the course what you put into the course in terms of reading the material, discussing during class, thinking about questions the material brings to your mind, and apply the material to your own experiences and skills.
- ✓ eCollege will have additional study questions and chapter outlines to assist you in learning the course information. **These questions should not be turned in—you will not receive a grade for doing this.**

## How Is The Course Organized?

- ✓ The course is developed around the chapters in the book
- ✓ Check the Course Calendar for specific chapter assignments

## What Should Students Do First?

- ✓ Read the Syllabus and become familiar with the outline of the course
- ✓ Obtain textbook (6<sup>th</sup> edition)



- ✓ Get copy of Guide to the ARD Process
- ✓ Print the letter to gain permission to attend ARD
- ✓ Print Campus Survey
- ✓ You may want to take the tutorial for eCollege.

## Communication and Support

There are several ways in which to communicate:

- ✓ Email: [Lynda\\_Green@tamuc.edu](mailto:Lynda_Green@tamuc.edu) or
  - [lynx@sbcglobal.net](mailto:lynx@sbcglobal.net)
- ✓ I will be happy to discuss any questions or concerns **after class**.
- ✓ You may feel free to **email me during the week**. I check my email daily and should respond within 24 hours.
- ✓ If you have any questions which might interest the class, you may ask these on **Virtual Office**. I check this frequently and will respond so that this may help the entire class.
- ✓ I will **return papers submitted the following week**. The **grades will be posted** on eCollege under Gradebook as soon as they are graded.

## Course and University Procedures/Policies

### Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

### 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

### **Drop a Course**

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the web page.

### **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](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

### **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.

### *Student Conduct*

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

## CALENDAR Fall 2014 SPED 480

<b>Class #1</b>	<b>Review syllabus, schedule Chapters 1, 2 Guide to the ARD Process</b>
<b>Class #2</b>	<b>Chapter Chapters 3, 4, 5 Activity Campus Survey due</b>
<b>Class #3</b>	<b>Chapter 2 Activity RTI paper due, Terms and Definitions due</b>
<b>Class #4</b>	<b>Chapter 12, 13 How to understand testing data and use to plan for all students in your class Should have attended ARD by this date Diagnostician Interview due</b>
<b>Class #5</b>	<b>Activity ARD reflections paper due</b>
<b>Class #6</b>	<b>Lesson Plan Report-Half of class due Demonstrate Plan using Technology General Education teacher interview due</b>
<b>Class #7</b>	<b>Lesson Plan Report-Half of class due Demonstrate Plan using Technology</b>
<b>Class#8</b>	<b>Final Assessment</b>

**SPED 480—Issues for Inclusion  
Texas A&M-Commerce**

**CAMPUS SURVEY**

YOUR NAME \_\_\_\_\_

CAMPUS \_\_\_\_\_

DISTRICT \_\_\_\_\_

Answer these questions by the date listed on the syllabus. You may want to interview the special education teacher on your campus or Special Education Director. You can also locate this information on the web for your school district.

**I. Getting to know the population of your district and campus**

1. What is the total school district population? \_\_\_\_\_
2. What is the total number of special education students served in your school district?  
\_\_\_\_\_
3. What is the total number of students on your campus? \_\_\_\_\_
4. What is the total number of special education students served on your campus?  
\_\_\_\_\_

**II. Check the support programs available on your campus?**

- |  |  |
|--|--|
| _____ Adaptive Music                     | _____ Special Education Self-Contained |
| _____ "At Risk" Programming              | _____ Adaptive Physical Education      |
| _____ Compensatory Education             | _____ Bilingual Education              |
| _____ English as a Second Language (ESL) | _____ Counseling                       |
| _____ Occupational Therapy (OT)          | _____ Gifted/Talented                  |
| _____ Physical Therapy (PT)              | _____ PTA/PTO                          |
| _____ Preschool Programming (PPCD)       | _____ Technology Support               |
| _____ Special Education Resource         | _____ Volunteer Programming            |
| _____ Special Education Content Mastery  | _____ Title I Programs                 |
| _____ Other                              | _____ Other                            |

**III. Who are the support personnel?**

List the names (**first and last**) of the personnel who fill these positions whether they are housed on your campus or not. Some may be employed by a co-op or may be housed on another campus.

Principal \_\_\_\_\_  
Assistant Principal \_\_\_\_\_  
School Secretary \_\_\_\_\_  
Instructional Coordinator(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
School Counselor(s) \_\_\_\_\_  
School Nurse \_\_\_\_\_  
Diagnostician \_\_\_\_\_  
Speech/Language Pathologist(s) \_\_\_\_\_  
Special Education Director \_\_\_\_\_  
Special Education Coordinator(s)/Specialist(s) \_\_\_\_\_  
Special Education Teacher(s) \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Technology Manager \_\_\_\_\_  
Referral/RTI Chairperson \_\_\_\_\_  
Special Reading Teacher(s) \_\_\_\_\_  
\_\_\_\_\_  
Special Math Teacher(s) \_\_\_\_\_  
\_\_\_\_\_

Physical Therapist \_\_\_\_\_  
Occupational Therapist \_\_\_\_\_  
VI Teacher \_\_\_\_\_  
AI Teacher \_\_\_\_\_  
Visiting Teacher (for sick or injured students) \_\_\_\_\_  
Campus Custodian(s) \_\_\_\_\_  
Cafeteria Manager \_\_\_\_\_  
Teaching Assistants(s)/Paraeducators \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. Determine the different types of handicapping conditions and at-risk students that are documented in your class.** Remember that this is confidential information and no names should be used. Your mentor should be able to assist you with this.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEXAS A&M UNIVERSITY/COMMERCE**  
**SPECIAL EDUCATION 480**

Dear Principal/Mentor Teacher:

I am teaching a class for Texas A&M University/Commerce entitled "Issues for Inclusion". The students are resident students working in a field-based setting. Having served many years as a Special Education Director in the public schools, I understand how important it is that new teachers are exposed to the policies and procedures that influence the delivery of services to students with disabilities. In my class, I try to give the students an introduction to all the needed processes. I ask them to look for specific examples of pre-referral, referral, assessment, and placement in special education programs. We discuss in detail the IEP and ARD process.

Nothing, however, beats the real thing. For a new teacher, an ARD meeting can be a confusing experience, even when it has been thoroughly talked out in class. Experiencing the process as an observer can be extremely beneficial. For that reason, I have assigned each student the responsibility of attending an ARD meeting and writing a reflection based on some fundamental statements I have asked them to consider. **Because our last class session is on December 9, the resident or intern will need to attend an ARD before October 14 so that the report can be turned in on or before October 28.**

I am very aware of the need for **confidentiality** in the ARD process. The students have been taught to refrain from using names and other identifying information. I am hoping that you will facilitate their observations by notifying parents that a student (or resident) teacher will be included in the meeting for observation and learning purposes only. I have instructed the students that they should not contribute any information or opinions in the meeting unless specifically asked.

Of course, those students functioning as Teacher of Record may have already attended one or more ARDs. In that case, I am hoping that writing their reflections of the event and discussing them with us will make their participation in the future more meaningful to all concerned.

Thank you so much for the support and training you are giving our students. If you have questions or problems about their attendance at an ARD meeting, please call me at 903-874-8062, and I will be happy to listen to your concerns and arrange an alternate activity for the student.

Sincerely,

Lynda Green  
Adjunct Instructor, Special Education  
TAMU/Commerce/Navarro Partnership