



Special Education 480.71E
Issues for Inclusion
Spring 2016

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COURSE DESCRIPTIONS: The purpose of this course is to identify the social/emotional and academic needs of students with special needs in inclusive settings. Management strategies, social development, and academic accommodations will be discussed. A key purpose of this course is to identify collaborative strategies, tools, and approaches that will assist in making the general education classroom one where all students can be successful.

Recommended Text: Rapp, Whitney H. and Katrina L. Arndt (2012). Teaching Everyone: An Introduction to Inclusive Education. Baltimore: Paul H. Brooks Publishing Co.

COURSE COMPETENCIES: Students will demonstrate understanding and apply knowledge of:

C002: formal and informal assessment procedures and how to evaluate student competencies to make instructional decisions

C003: procedures for planning for individuals with disabilities

C005: how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations

C0011: professional roles and responsibilities and legal and ethical requirements

C0012: how to communicate and collaborate effectively in a variety of professional settings

COURSE EXPECTATIONS:

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

- Class participation is expected from every student. This includes turning in all assignments on time and participating in small and whole group discussions.
- Professional behavior includes being on time and attending all class sessions. The activities and discussions done in and out of class will be utilized to help promote understanding of the course content.
- Students are expected to attend all classes. Excessive absences will result in failure. All assignments are due on the date that is indicated.
- Late assignments will be accepted one week following the due date with a 10 pt. deduction. No late assignments will be accepted after that deadline.
- All written work will be graded for content as well as appropriate grammar and spelling (2 pts. will be deducted for each spelling/grammar error)
- All assignments done outside of class will be turned in through the DropBox

COURSE REQUIREMENTS:

Discussion Topics/Questions:

- Why does teaching everyone matter? (The History of Special Education)
- What does teaching everyone mean? Special Education and Inclusive Schooling
- How do we as educators help all students to succeed in the content areas?
- What is Response to Intervention (RTI)?
- What are the required meetings and legal paperwork responsibilities?
- How do you as an educator communicate and collaborate with other professionals and with the families of your students?
- How do you as an educator promote social acceptance of students that are in Special Education and also manage classroom behavior?

Readings:

All reading assignments should be done prior to coming to class. The readings from the textbook: Teaching Everyone: An Introduction to Inclusive Education is where our discussion will come from. Please come to class prepared to discuss topics that are presented in the readings.

Assignments:

- Please check spelling and grammar in all of your assignments. Remember that 1 point will be deducted for each spelling and grammar error.

- All papers should be submitted using 12 point Times New Roman font and papers should be double spaced. If a reference is used for the assignment, APA format should be used.
- All assignments should be submitted on time. Late assignments will be considered, but there will be a deduction. Full credit will not be given for late assignments. Assignments not turned in will result in a grade of zero.

In-Class Quizzes: At the beginning of each class meeting, a brief quiz will be given over the previous week's material. These quizzes will come from textbook readings and in-class discussions. The format for these quizzes will be short answer, T/F, matching and multiple choice. The combined total points for these quizzes is **35 points** or **5 points per quiz**. Bonus questions may be used as a way to improve quiz grades.

Assignment #1 (5pts): Bring a copy of **A Guide to the Admission, Review and Dismissal Process**, Texas Education Agency, March 2012. You can obtain a free copy of this booklet from either your school district (Special Education Department, Campus Principal, Educational Diagnostician), or you can copy it from the ESC Region 18, The Legal Framework, IDEA 2004 www.esc18.net. Bring this document with you to the second class meeting.

Assignment #2 Planning for an "at risk student" (10 points): Some students may be at risk for school failure due to ability, socioeconomic reasons, health, behavior, etc. Become familiar with your campus' RTI process. If you could possibly attend a meeting that would be very beneficial for you, but if not, it is not required. Design an intervention plan for each Tier 1-3 for a student that is struggling. Please include specific resources that are available to help you with intervention ideas, strategies, techniques etc. These can be internet sites, curriculum or textbooks or district personnel. Remember to respect confidentiality. Grading criteria will be given to you to help with the completion of the assignment. This assignment will be turned in at the end of Class 3.

Assignment #3 Lesson Plan Share (10 points): Bring a copy of a lesson plan, not a classroom schedule, to share and turn in that either you or the teacher that you are working with has used that includes accommodations or modifications for students with disabilities. During class you will share the objectives of the lesson and how it was modified or what other alternative strategies or accommodations you used, or would have used, if needed, to meet the needs of the students in your classroom. Please note the accommodations and/or modifications on the lesson plans (highlight, bold, different color ink) this assignment will be turned in at the end of Class 4.

Assignment #4 ARD/IEP Meeting Interview (10 points): Due to the Confidentiality Laws and rules on different campuses, attending an ARD/IEP meeting is not always possible. Interview either your campus's Educational Diagnostician or a Special Education Teacher and ask them the following questions. This interview will be written up using the following questions. Please type both the questions and the response given by the person that you interview. In addition

to the questions, please provide a copy of the agenda that the campus you are at uses for their ARD/IEP meetings. This assignment will be turned in at the end of Class 5.

Questions for the Interview:

1. Who attends an ARD/IEP meeting? (identify the position only-not the name of the person)
2. Who leads the ARD/IEP meetings on the campus you are on?
3. What are some of the reasons that you would need to have an ARD/IEP meetings?
4. What are some of the types of information that is shared at an ARD meeting? (Assessments, instructional, behavioral etc.)
5. What is the general educator's role and responsibility as a committee member?
6. How are the educational goals and objectives determined for each student?
7. What is Least Restrictive Environment? How does the ARD committee arrive at the student's LRE?
8. Are there times that there are conflicts or disagreements in an ARD? If so, how are they handled?
9. What is one thing that you learned from this interview that you did not previously know?

Assignment #5 Evidence of Accommodations/Modifications and Collaboration (30 points):

Review the IEP of a student that is served in your general education setting. Take note of the format that is used and how the mandated components are addressed. Particularly, what accommodations or modifications are specified for use in general education? As you work with the student, or observe the student, is there a current system that is in place to help keep track of which accommodations and modifications are being used with the specific student and whether or not they are effective? Also, how do the general education teacher and the special education teacher communicate regarding the student, their IEPs and the progress or lack of progress the student is making as a result of using the specified accommodations and modifications?

Your assignment is to submit the following:

A two page typed reflection that discusses the following:

- Your observations of how general and special educators collaborate and communicate regarding their student's needs, IEPs and their progress.
- Your efforts to include students with disabilities in your general education setting and your collaborative efforts with colleagues, parents, and resource personnel on your campus and whether or not those efforts to include the student were successful.

This assignment will be turned in at the end of Class 8.

Grading criteria will be given to you to help with this assignment.

Course Outline/Calendar

Class 1	<ul style="list-style-type: none">• Review Syllabus• Discuss Chapters 1-3• Bring a copy of “A Guide to the Admission, Review and Dismissal Process” to the next class
Class 2	<ul style="list-style-type: none">• In class quiz over Chapters 1-3• Discuss Chapters 4-5• Turn in your copy of “A Guide to the Admission, Review and Dismissal Process” (Assignment 1)
Class 3	<ul style="list-style-type: none">• In class quiz over Chapters 4-5• Discuss Chapter 6• Assignment #2 is due
Class 4	<ul style="list-style-type: none">• In class quiz over Chapter 6• Discuss Chapters 7-8• Assignment #3 is due
Class 5	<ul style="list-style-type: none">• In class quiz over Chapter 7-8• Discuss Chapters 9-11• Assignment #4 is due
Class 6	<ul style="list-style-type: none">• In class quiz over Chapter 9-11• Discuss Chapters 12-15
Class 7	<ul style="list-style-type: none">• In class quiz over Chapters 12-15• Discuss Chapters 16-19

Class 8	<ul style="list-style-type: none">• In class quiz over Chapters 16-19• Assignment #5 is due
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GRADING: Grades for this course will be determined using the following scale:

A= 90-100 points

B= 80-89 points

C= 70-79 points

D= 60-69 points

F= below 60 points

ACCOMODATIONS: 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 that requires accommodation, please contact:

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

CONDUCT: All students enrolled 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)

A&M-Commerce will comply in the classroom, and in online classes, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis or sexual orientation, gender identity, or gender expression will be maintained.

USE OF ELECTRONIC DEVICES: Common courtesy and professional behavior prohibit the use of electronic devices, including cell phones, during class. It is expected that all cell phones and other cell phone devices be turned off during class.

