SpEd 480 Issues for Inclusion
Fall 2018
TAMU-Commerce at Navarro Campus/Midlothian
Tues. 5:00-9:30

INSTRUCTOR INFORMATION

Instructor: Brenda Jackson M.Ed Adjunct Instructor
Office Location: campus
Office Hours: by appointment
Office Phone: 469-964-8682
Office Fax:
University Email Address: bjackson27@leomail.tamuc.edu; bjackson@wisd.org
Preferred Form of Communication: email or phone
Communication Response Time: by the end of the day

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 (6th Ed.), Boston: Allyn and Bacon. *Please bring your textbook to
every class meeting beginning **August 28, 2018***.

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 **11/06/2018**. 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 9/25/2018**.

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. **Due10/09/2018.**

- 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 10/23/2018.**

IEP Meeting (ARD) Attendance/Interview: Observe at least one ARD meeting before **11/20/2018**. 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 (<u>A</u>dmission, <u>R</u>eview, or <u>D</u>ismissal)?
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 **9/25/2018.**

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 10/23/2018.**

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

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

Portfolio submission- additional 10 points

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

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.
http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site   http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	**iPhone** – Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, 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 of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

	COURSE OUTLINE / CALENDAR

SPED 480
Fall 2018 Schedule

August 28, 2018	Chapter 1 "Special Education and Inclusive Schooling' Chapter 3 "Collaborating and Coordinating with other Professionals and Family" Chapter 2 "Response to Intervention"
September 11, 2018	Chapter 2 "Response to Intervention" Chapter 9 "Teaching Students with Chapter 2 "Response to Intervention"
September 25, 2018	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" **Prompt 1 Due** **Lesson Plan with Accommodations**
October 9, 2018	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 **Prompt 2**
October 23, 2018	Chapter 10 "Teaching students with Developmental Disabilities." Chapter 8-"Teaching Students with Emotional and Behavioral Disorders" RTI—class/group work **Prompt 3** **3 pages <u>REVIEW</u> of RTI Due**
November 6, 2018	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" **Campus Survey**

November 20, 2018   **IEP/ARD Reflection Paper Due**
RTI and all remaining assignments

December 4, 2018   Review for Final Exam

December 11, 2018   **Comprehensive Final Exam**

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

Campus Survey

Your Name:_____

Your Campus Name and City:_____

I.   What support programs are available on the campus?

_____English as a Second Language (ESL)   _____*Special Education*
_____504 Committee   _____Speech Therapy*
_____RTI   _____Resource/Inclusion/Life Skills
_____At-Risk Programming   _____Adapted Physical Education*
_____Gifted/Talented   _____Occupational Therapy (OT)*
_____Bilingual Education   _____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

AEP – Alternative Education Program

AI – Auditory Impairment***

ARD – Admission, Review, and Dismissal

AT – Assistive Technology

AU – Autism***

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

ESSA – Every Student Succeeds Act of 2015

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

ID- Intellectual Disability (formerly Mental Retardation)***

LD – Learning Disability or SLD –Specific 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

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 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***