



**Special Education 480  
Issues for Inclusion  
Spring 2020**

**Instructor:** Melissa Brown  
perkinsbrown71@gmail.com  
**Office Location:** Navarro Partnership BC 100  
**Office Phone:** 903-875-7617  
**Office Fax:** 903-872-2019  
**Office Hours:** before or after class or by appointment

**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.

**No Textbook for this class**

**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 during class

## **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?

### **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 and **must be turned in within the same week that they are due.** Full credit will not be given for late assignments. Assignments not turned in will result in a grade of zero.

**Assignment #1 (25 pts):** Using a copy of **A Guide to the Admission, Review and Dismissal Process**, Texas Education Agency, July 2018. (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/download it from the ESC Region 18, The Legal Framework, IDEA 2004 ([www.esc18.net](http://www.esc18.net)) you will answer the following questions. **Please number and type each question and type the answer following each question.**

1. **What is one of the main purposes of the Individuals with Disabilities Act (IDEA) of 2004?**
2. **What does Special Education mean?**
3. **What are related services?**
4. **What age group is eligible for Early Childhood Intervention? Do all children who receive ECI Services qualify for Special Education Services? If a child who receives ECI Services does qualify for Special Education Services, when must those services be made available?**
5. **What is the first step if you have concerns about a school-aged child's learning or behavior? If this is not successful, what should you do next?**
6. **Before a student is referred for a Special Education evaluation, what services should be considered for this student? What are some of these services?**
7. **What is Response to Intervention? (RTI)**
8. **What are the 13 disability categories?**
9. **How many days can a child with a disability be removed from his or her educational placement if the misconduct was related to the disability?**
10. **Where are two places that the Notice of Procedural Safeguards can be found?**

**Assignment #2 Journal Review (25 points):** Read the article, **Has Inclusion Gone to Far?** By Allison F. Gilmour. Answer the following discussion questions in complete sentences.

1. Why has inclusion become so widespread in education today?
2. Does exposing students with disabilities to grade level curriculum truly benefit them based on the information presented in this article? Based on the information presented in this article, why is exposing students to grade-level curriculum not beneficial?
3. What does research suggest about students with disabilities being able to advance along grade-level academic standards when the instruction is provided in the regular classroom even with accommodations and supports?
4. How is the Universal Design for Learning described in this article?
5. Why is it a mistake to equate the setting in which a student is educated with the actual progress that the student is making?
6. Many studies have compared students with disabilities who are educated in inclusive settings to those who are educated in special education settings. What are some of the general findings?
7. Why are some students more likely to be included and others more likely to be placed in Special Education?
8. What is most likely a key element in the successful inclusion of students with disabilities?
9. Teachers may be welcoming to students with disabilities in their classrooms, but being welcoming may not be enough for inclusion to be successful. Why is this?
10. What are some of the negative effects of including students with disabilities in the general education classroom based on the information that is presented in this article?

**Assignment #3 ARD/IEP Meeting Interview (25 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 #4 Final Exam (25 Points):** The final exam will be comprised of topics discussed during the semester. The questions will come directly from notes presented during class meetings.

## Course Outline/Calendar

<p>Class 1 8/27/2019</p>	<ul style="list-style-type: none"><li>• Review Syllabus</li><li>• Go over Slides/Notes for Class Meeting 1</li><li>• Discuss Assignment #1</li></ul>
<p>Class 2 9/24/2019</p>	<ul style="list-style-type: none"><li>• Assignment #1 is due</li><li>• Go over Slides/Notes for Class meeting 2</li><li>• Discuss Assignment #2/#3</li></ul>
<p>Class 3 10/22/2019</p>	<ul style="list-style-type: none"><li>• Assignment #2/#3 due</li><li>• Go over Slides/Notes for Class Meeting 3</li><li>• Discuss Assignment #3</li></ul>

Class 4 11/19/2019	<ul style="list-style-type: none"><li>• Assignment #4 is will be completed during class</li></ul>
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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.

Campus Carry Rules will become effective on August 1, 2016:

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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.