

## **SpEd 480: Issues for Inclusion – Fall 2012**

**Instructor: Tammy Willis, M.Ed., M.S., L.S.S.P. Phone: (903) 288-4663**

**Office: Henderson-222**

**Off Hrs: by appointment Email: [twillis1@leo.tamu-commerce.edu](mailto:twillis1@leo.tamu-commerce.edu)**

**Text:** Vaughn, S., Bos, C., & Schumm, J. (2007). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom. Boston: Allyn and Bacon.

### **The course will target:**

Identifying 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. Over the semester, the following topics will be discussed: defining inclusion, legislative updates, student self-esteem, assessment (types and uses), cognition, pre-referral/referral, individual differences/characteristics of disabilities, modifying in content areas (instructional planning and learner outcomes), building effective learning communities, and collaboration modes and tools. It is expected that residents will actively participate in seminar activities and course assignments in ways that demonstrate their development as professional educators.

**TE~~x~~ES PPR Competencies:** The teacher...

003 understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

004 understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

005 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,

007 understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

## **Chapter Readings:**

Read the chapters listed below. These chapters will assist you as you work in your field-based assignment and also help to prepare you for the PPR TExES. (You are encouraged to review the other chapters in the test, especially those related to your content area). You will be participating in activities related to the assigned chapters in seminar, and information from these chapters may be included on any class quiz. Further, you will have two reflection pieces required for each assigned chapter. Please use the attached format form for these reflections pieces.

Chpt. \_\_\_\_ Teaching Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder

Chpt. \_\_\_\_ Teaching Students with Emotional and Behavioral Disorders

Chpt. \_\_\_\_ Managing student behavior and promotion social acceptance

**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. On the survey identify by name the person(s) in each applicable position. If there are other resource programs or personnel on your campus that are not included on the survey, be sure to add that information. Try to discover the roles and functions for each resource person or program. Know that some 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, plan to work together to complete the survey and submit one copy for your campus. Include all of your names on the copy you submit.

**IEP Meeting (ARD) Attendance:** By the end of this semester, observe at least one ARD meeting. The goal is for you to observe 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. Reflections can be emailed at any point in the semester. In your email message, address each of the following areas concerning the ARD process:

- 1) Who attended 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 educators' role and responsibility as a committee member?

- 6) How were educational goals and objectives determined?
- 7) How did the committee arrive at decisions concerning the student's least restrictive environment (LRE)?
- 8) Were there conflicts or disagreements in the ARD? If so, how were they handled?
- 9) Was there anything about the process that surprised you or about which you still have questions?
- 10) 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?
- 11) Generally, how will you prepare to best serve students with disabilities in your general education setting? How does participating in the ARD process assist you in accomplishing this goal?

|                 |                                      |         |
|-----------------|--------------------------------------|---------|
| <b>Grading:</b> | Chapter Reflections (3 @15 pts each) | 45 pts  |
|                 | Seminar Attendance/Participation     | 25 pts  |
|                 | Campus Survey                        | 15 pts  |
|                 | ARD Reflection                       | 15 pts  |
|                 | Total Possible Points                | 100 pts |

**Special Note:**

Sped 480 is a field-based course. Be sure that you are documenting throughout your portfolio your continuing efforts to provide for individual differences in the students with whom you are working. Demonstrate your developing knowledge of ways to build and maintain inclusive learning environments, including collaborative efforts with other school personnel and parents. Show evidence of lesson modifications and alternative strategies in lesson planning. The quality and quantity of this evidence from the field, in addition to your course assignments, will be considered when determine your assigned grade for the course. Keep the following descriptors in mind:

| <u>Grade Descriptor</u> | <u>Points Earned</u> |
|-------------------------|----------------------|
| A=exceptional           | 90-100               |
| B=commendable           | 80-89                |
| C=developing            | 70-79                |
| D=minimal               | 60-69                |
| F=unsatisfactory        | below 60             |

\*\*Both content and presentation of content will be considered when scoring all assignments (typed hard copies and emailed products). It is important that you use professional language, and edit/proofread your work before submitting it for grading. Campus surveys may be handwritten.

**Other important notes:**

- Students requesting accommodations for disabilities must go through the Office of Disability Resources and Services located in Hallady Student Services Building, Room 303-D. The telephone number for this office is (903) 886-5635. For more information, please contact the director of this office.
- “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)
- Students are expected to attend all seminars and participate in class discussions and activities unless they have excused absences. It is the responsibility of the student to contact the instructor regarding make-up work for excused absences. Recognize that attendance/participation points are included in your point total. If you do have an excused absence and do not make arrangements with the instructor, this will have a noticeable impact on the total points earned for the course.
- All assignments are due on the listed due dates. Submitting assignments past the due dates will affect the number of points earned.
- 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 electronic devices will be turned “off” during class time. If there is a personal emergency that necessitated keeping your cell phone on “vibrate” during class, notify the instructor prior to class that you may receive a call during the class period.

**Use this format to complete your Chapter Reflections.**

Your Name \_\_\_\_\_ Chapter # \_\_\_\_\_ Due Date \_\_\_\_\_

What I already knew:

What I learned:

How I can use or apply what I learned:

Questions I still have:

## Campus Survey

Your Name(s) \_\_\_\_\_

Your Campus Name and Town \_\_\_\_\_

### I. What support Programs are available on the campus?

- |   |  |                                    |
|---|--|------------------------------------|
| <input type="checkbox"/> Adaptive Music                     | <input type="checkbox"/> Adaptive Physical Education |                                    |
| <input type="checkbox"/> 504 Committee                      |  |                                    |
| <input type="checkbox"/> "At Risk" Programming              | <input type="checkbox"/> After School Care           |                                    |
| <input type="checkbox"/> Vocational Programming             |  |                                    |
| <input type="checkbox"/> Bilingual Education                | <input type="checkbox"/> Counseling                  |                                    |
| <input type="checkbox"/> PTA/PTO                            |  |                                    |
| <input type="checkbox"/> Special Education                  | <input type="checkbox"/> Gifted/Talented             |                                    |
| <input type="checkbox"/> Technology Support                 |  |                                    |
| <input type="checkbox"/> English as a Second Language (ESL) | <input type="checkbox"/> Physical Therapy (PT)       | <input type="checkbox"/> Preschool |
| <input type="checkbox"/> PPCD                               |  |                                    |
| <input type="checkbox"/> Occupational Therapy (OT)          | <input type="checkbox"/> Pre-referral Committee      |                                    |

### II. Who are the support personnel? (List names of personnel in each category)

Assistant Principal \_\_\_\_\_

Bilingual Educator(s) \_\_\_\_\_

Cafeteria Manager \_\_\_\_\_

Campus Custodian \_\_\_\_\_

Diagnostician \_\_\_\_\_

ESL

Teacher(s) \_\_\_\_\_

Occupational

Therapist(s) \_\_\_\_\_

Physical  
Therapist(s) \_\_\_\_\_

Principal \_\_\_\_\_

—

School Counselor(s) \_\_\_\_\_

School  
Secretary \_\_\_\_\_

School  
Nurse \_\_\_\_\_

Special Education  
Director \_\_\_\_\_

Special  
Educator(s) \_\_\_\_\_

Speech/Language Pathologist(s) \_\_\_\_\_

Teaching Assistant(s)/Paraeducators \_\_\_\_\_

Vision Specialist (VI  
Itinerant) \_\_\_\_\_

Referral  
Coordinator \_\_\_\_\_