

Special Education 480.001

Issues for Inclusion

Spring 2013

INSTRUCTOR: Susan Cumby.

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Office hours: Before and after seminar and by appointment

COURSE DESCRIPTION: 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 skill development, and academic accommodations will be targeted. 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.

RESOURCE TEXT: Vaughn, Sharon, Candace S. Bos, and Jeanne Shay Schumm. (2011) Teaching Exceptional, Diverse, and At-risk Students in the General Education Classroom (5th Edition). Boston: Pearson. (not required)

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

- **Procedures for designing effective instruction and assessment based on appropriate learning goals and objectives.**
- **Learning processes and factors that impact student learning by planning effective, engaging instruction and developing appropriate assessments.**
- **Establishing a classroom climate that fosters learning, equity, and excellence by creating a physical and emotional classroom that is safe and productive.**
- **Principles and strategies for communicating effectively in varied teaching and learning contexts.**

COURSE REQUIREMENTS:

Seminar discussion topics:

Special Education and Inclusive Schooling

Response to Intervention: Developing Success for All Learner

Communicating and Collaborating with Other Professionals and Families

Promoting Social Acceptance and Managing Student Behavior

Facilitating Reading, Writing, and Helping Students Succeed in Mathematics

Campus/District Survey (10 pts.): Complete the attached campus/district survey. Identify by name the person in each applicable position. If there are other resource programs or personnel available to your campus that are not included on the survey, add that information. Learn the roles and functions for each resource person or program.

Planning for “at-risk” students/Rtl (20 pts.): Select a student who may be “at-risk” for school failure due to ability, socioeconomic reasons, health, behavior, etc. Write a paragraph or list describing what you have observed that causes you concern (remember to respect student confidentiality, and do not use the student’s real name). Bring the concerns to seminar on ___ and you will work with a small group to develop a plan to help him/her be successful. Become familiar with your campus’ Rtl process and forms (it will be great if you can attend an Rtl meeting.).

Seminar Lesson Share (10 pts.): You will bring in a copy of a lesson plan that you have used in your classroom that includes accommodations or modifications for students with disabilities. In seminar you will share the objectives of the lesson, how you delivered the lesson, and how you modified the lesson or what alternative strategies or accommodations you used (or would have used if needed) to meet the needs of students in your classroom. Classmates will provide you with feedback on your lesson. You will turn the lesson plan and feedback form in at the end of seminar.

ARD/IEP Meeting (20 pts): Plan to observe an ARD meeting this semester. Your campus administrator or educational diagnostician can help you arrange this. A reflection piece is to be completed after the ARD and should address the following areas:
Note: If you are unable to attend an ARD, interview your mentor teacher or a special education teacher and record their responses to the reflection questions.

- Who attended the ARD? (identify individual by position, not by name)
- Who led the ARD?
- What was the purpose of the ARD (Admission, Review, or Dismissal)?
- What kind of information (assessment, instructional, behavioral, etc.) was shared by each committee member?
- Specifically, what appeared to be the general educator’s role and responsibility as a committee member?
- How were educational goals and objectives determined?
- How did the committee arrive at decisions concerning the student’s least restrictive environment (LRE)?
- What state assessment will the student take? What are the allowable accommodations?
- Were there conflicts or disagreements in the ARD? If so, how were they handled?
- Was there anything about the process that surprised you or about which you still have questions?

Evidence of Accommodations/Modifications and Collaboration (40 pts.): Review the IEPs of the students served in your general education setting. 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?

How do the general and special educators communicate regarding the IEPs?

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 two-page typed reflection discussing 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.

A copy of the accommodations/modifications table you develop (remember to maintain student confidentiality).

2 sample copies of lesson plans that show evidence of your efforts.

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 IEPs. Document what you are doing to ensure the success of all students (so that a referral is not needed).

GRADING: Grades for the course will be determined using the following scale:

A	=	90 - 100 pts.
B	=	80 - 89 pts.
C	=	70 - 79 pts.
D	=	60 - 69 pts.
F	=	below 60 pts.

ACCOMMODATIONS: 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 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@tamuc.edu

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)

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.

Campus/District Survey

Name: _____

Campus and district _____

Check the support programs that are available for students on your campus

- | | |
|---|--|
| <input type="checkbox"/> Adaptive Music/Music Therapy | <input type="checkbox"/> Adaptive Physical Education |
| <input type="checkbox"/> After School Care | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> "At-Risk" Programming | <input type="checkbox"/> Bilingual Education |
| <input type="checkbox"/> English as a Second Language (ESL) | <input type="checkbox"/> Gifted/Talented |
| <input type="checkbox"/> Occupational Therapy (OT) | <input type="checkbox"/> Physical Therapy (PT) |
| <input type="checkbox"/> Special Education Preschool (PPCD) | <input type="checkbox"/> General Ed. Preschool |
| <input type="checkbox"/> Special Education: | <input type="checkbox"/> Others (Specify) |

Support Personnel (Who is available in your district to assist you with your students?)

Principal _____

Cafeteria Manager _____

Campus Custodian(s) _____

Special Reading Teacher(s) _____

Educational Diagnostician _____

Instructional Coordinator/Supervisor(s) _____

Occupational Therapist(s) _____

Physical Therapist(s) _____

Assistant Principal _____

Referral/Rtl Chairperson _____

School Counselor(s) _____

School Secretary(s) _____

School Nurse _____

Special Education Director _____

Special Education Coordinator(s)/Specialist(s) _____
Special Educator(s) _____

Speech/Language Pathologist(s) _____

Teaching Assistants(s)/Paraeducators _____

Others _____