SPED 480-72E, Issues for Inclusion
COURSE SYLLABUS: Spring 2013

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Course Information

- SPED 480.71E/CRN -22739, Issue for Inclusion
- Spring. 2013
- 3.0 Credit hours

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 models 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.

Text and Materials:

TEXT: Vaughn, S. Bos, C., & Schumm, J. (2011). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom (5th Ed.), Boston: Allyn and Bacon. Have the textbook in class during each class meeting beginning first class meeting.

A Guide to the Admission, Review and Dismissal Process, Texas Education Agency, March, 2010. You will be expected to obtain a free copy of this booklet from your school district, either from the special education department or campus principal, or if you have difficulty obtaining
this booklet, you can copy it from the TEA website (http://www.tea.state.tx.us/special.ed/). Have this document in class by the beginning of first class meeting.

- The text provides useful and interesting information through websites that are relevant to text discussions.
- MyEducationLab is provided by the text. Go to www.myeducationlab.com for the course and select the text. The service offers Connection to National Standards, Assignments and Activities, Case studies, Teacher Talk, and Study Plan specific to this test. The Lab also offers Course Resources. In this section you will the Lesson Plan Builder, IEP Tutorial, Preparing a Portfolio, etc. Certification and Licensure will assist you in studying for the certification exam.
- eCollege will be used for the syllabus, announcements, DropBox, and Grading.

**Course Competencies/Objectives:**
The student will
- 03-understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives,
- 04-understand learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments,
- 05-learn 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-understand and adhere to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Course Expectations and Rules:**
This course consists of a series of activities and assessments to assist you in achieving the competencies and objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, and assessments.

- Class participation: class participation is expected of every student. Participation includes turning in assignments and participating in group discussions.
- Professional behavior: professional behavior includes being punctual and attending all class sessions. Activities and discussions in class will be utilized to promote understanding of course content.
- Students are expected to attend ALL classes. Excessive absences will result in course failure. Assignments are due on the date indicated.
- **Late assignments will be accepted one week following the due date with a 10 point deduction. No late assignments will be accepted after that deadline.**
- You are preparing to enter the teaching profession. Teaching is a professional career which requires dedication and offers daily challenges. As a professional, you must be able to communicate effectively. All written work will be graded for content as well as appropriate grammar and spelling. You will get from this course what you put into the course. If you have questions, please ask because other students may have the same question. If you are unsure of the assignments, discuss this with me. I am more than happy to discuss anything related to your thoughts on the material, your concerns with the course requirements, and anything else you feel is pertinent. I trust that you will be
in charge of letting me know how I can make this learning experience one of the best you have ever had.
✓ Your papers must be turned in through the DropBox.

Activities/Assessments:

READINGS:

Chapter Readings: Read Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. You are expected to know the subject matter in these chapters.

ASSIGNMENTS:

• Spelling and grammar checks should be used since points will be deducted for errors. 5 errors=10 point reduction; 10 errors=20 point reduction.
• All papers should be submitted in 12 point font through the DropBox.
• Papers should be submitted on time. Late assignments will be accepted one week following the due date with a 10 point deduction. No late assignments will be accepted after that deadline.

1. Campus Survey: 20 points
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 via the “Drop Box” on Week 2.
✓ On the survey, identify by full name the person(s) in each applicable position, determine their roles and functions, and list the service each person provides to the Special Education student population. If there are other resource programs or personnel on your campus that are not included on the survey, you may add that information.
✓ To fully accomplish this assignment, you may need to contact the Special Education Director for the school district, diagnostician, special education teacher, counselor, or principal to be sure you have all the appropriate personnel listed. Many are scheduled only into the school for parts of a day through your district or co-op for specialized services and can be missed if not carefully researched. For example, if a student required occupational or physical therapy, how would those services be delivered? Their roles as support are non-the-less important and must be included in this survey.
If several of you are working on the same campus, you may work together and share the information you each gather, but both of you would need to turn in an individual campus survey.

2. Response To Intervention Team Survey: 100 points
a. (Pre-referral Assistance Team, Teacher Assistance Team) ---Survey a school district and locate a functioning Rti team. If one is not currently functioning, ask the principal or diagnostician to reveal the policy regarding the Rti process. It is important that you determine the, “Research based instructional reading method”, or model used in that district.
   b. After determining the preceding information, locate a general education teacher who has used this model and prepare a reflection paper on that teacher’s experiences, success or lack of success. The reflection paper should include answers to the following questions but can include additional information you learn.
   c. It will be helpful for you to fully know and comprehend Chapter Two before you start this assignment. This reflection paper is due Week 3.
What modifications did the teacher use?
What specific instructional materials were used?
What scientific research-based interventions were used?
How did the teacher assess the students?
How was progress monitoring done?
What other support personnel in the school assisted the students?
How did the teacher approach the parents in enlisting their help?
Depending on the grade, what was done to help the students pass the STARR or prepare for the STARR in a later grade?
How does the teacher approach the child with failure?
Was time after school used to work with the child?

3. **Terms and Definitions: 10 points**
Submit to the DropBox the definitions for the terms found in Document Sharing entitled, Terms and Definitions. **Due Week 3**

4. **ARD Meeting Attendance: 100 points**
By Week #4, you should have observed an ARD meeting. School policy may vary regarding resident attendance at ARD meetings. You will need to contact the ARD Coordinator (diagnostician, principal, assistant principal, counselor) to arrange for this.

At the end of this syllabus, there is a Special Attendance Form to use for permission to attend an ARD. **Bring it to the first-class for my signature.**

The goal is for you to observe or become knowledgeable of the ARD process prior to participating as a teacher of record. After attending the ARD meeting, write a one-page reflection paper describing your observations of the ARD meeting and submit it on **Week #5** via the “Drop Box”. The reflection paper should consist of your views of the quality, meaningfulness of the ARD and its’ value to the education of the student. **Remember confidentiality.** Do not use the student’s name—use initials, but identify grade level and gender. Length is not a factor, but depth of observation and the recording of it are. This must be of a professional format.

Spelling and grammar checks should be used since points will be deducted for errors. Each error will result in a deduction of 2 points.

1. Who was in attendance? (use title, not name)
2. Who was the facilitator or coordinator of the meeting? (by title, not name)
3. Was a parent or advocate present? If not, what arrangements were made to notify the parent of the proceedings?
4. What was the purpose of the meeting?
5. Were assessment, progress, and grading discussed?
6. Was an IEP developed? If so, what areas of concern were addressed? If not, why not?
7. Who had input into the IEP? How were educational goals and objectives determined?
8. How were modifications and accommodations determined? What decisions were made?
9. How did the committee arrive at decisions concerning the student’s least restrictive environment? (LRE)
10. Who was given a copy of the IEP? If IEPs were not distributed at the meeting, what plans were made to distribute the IEP to the person responsible?
11. Was the STARR discussed? What decision was made?
12. Was anyone given suggestions for teaching the student? Explain.
13. Was behavior or discipline discussed? What decisions were reached regarding discipline management?
14. What appeared to be the role of the general educator and responsibility as a committee member?

15. What have you learned about ARD meetings?

16. What questions do you still have?

5. Diagnostician Interview: 10 points
Interview the diagnostician that serves the school district and fully explore the roles of the diagnostician and the process to evaluate a student that is being referred for assessment. Submit this interview on Week #4 via the “Drop Box”.

6. General Education Teacher Interview and Evidence of Modification and Collaboration in the General Education Setting: 10 points
Locate a general education classroom that has Special Education students with reading or math disabilities and interview the general education teacher of that classroom. Observe how the general education teacher prepares lesson plans and prepares to deliver instruction to the Special Education student, who is at a different grade level. Also, review the collaboration between General Education and Special Education. Submit this interview on Week #6 via the “Drop Box”.

6. Lesson Plan Report. 100 points
You now have the opportunity to try some of the strategies you have learned in this course. Modifying for special education students as well as at-risk students in the regular classroom is a challenge you will face every day in your classroom.

a. Select from one of the following subjects: reading, math, or writing,

b. Select one or more students you plan to use with this subject. Describe the student and discuss why you selected this student. What is the disability or at-risk characteristics? Consult the chapter dealing with the Categorical Differences (Chapters 6-11).

c. After you have selected the subject, consult the chapter dealing with that subject (Chapters 12, 13, 14) and develop a lesson plan consisting of strategies you have learned from the chapter. Be sure and use the 60 second lesson.

c. Consult your mentor and with the mentor’s cooperation, teach that lesson. These strategies can be used with special education students, at-risk students, or regular education students.

d. Afterwards, reflect on how the strategy worked. Submit a paper by Week #7 “via the Drop Box” with the following topics but not limited to these:

1. Describe the student(s) you selected to use with this strategy. Why did you select this student?

2. List chapter and page number citing the strategy you tried—describe the strategy.

3. What accommodations/modifications did you use?

4. Did you think that these techniques were helpful to all students?

5. Was it particularly beneficial to the selected student(s)? Why?

6. Is this a technique you will use in your classroom?

7. How would you modify the strategy to accommodate your students?

8. Include a copy of the lesson plan with your reflection.

7. Final Assessment: 150 points
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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Campus Survey</td>
<td>20</td>
</tr>
<tr>
<td>Terms and Definitions</td>
<td>10</td>
</tr>
<tr>
<td>Response to Intervention Paper</td>
<td>100</td>
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<tr>
<td>ARD Paper</td>
<td>100</td>
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<tr>
<td>Diagnostician Interview</td>
<td>10</td>
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<tr>
<td>General Ed. Teacher Interview</td>
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<td>And Evidence of Modifications</td>
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<td>And Collaboration</td>
<td>10</td>
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<tr>
<td>Lesson Plan</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
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</tbody>
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Total Points 500 points

**Bonus Points:** *(due January 17 at time of class)*

Optional:

- Write a one-page autobiography about yourself 5 points
- Answer questions concerning the Syllabus (found in DocSharing) 5 points

450-500 points A
400-449 points B
350-399 points C
300-349 points D
Below 300 points F

**Technology Requirements/Access and Navigation**

While this is a face-to-face class, the class is registered under eCollege. Announcements may be given using eCollege and the Mini-Research paper will be sent to me through the DropBox. The Syllabus will be accessed through eCollege. If you have questions, you may use Virtual Office. I will check it frequently and respond. Other students may have this same question and find the answer helpful.

You will need access to a computer with

- Internet access
- Microsoft Windows (XP or newer) and a recent version of Microsoft Internet Explorer
- Word processing software (Microsoft Word preferred)
- Access to an email

Should I need to e-mail you for purposes related to SPED 480, I will e-mail you at the address provided in myLEO.

**Being a Successful Student**

- Read the Syllabus carefully so that you understand what is expected of you
- Read each chapter assigned and be able to discuss its contents during class
✓ Make a plan on how you will successfully complete each of the assignments on time
✓ I see you as a self-directed learner who will get from the course what you put into the course in terms of reading the material, discussing during class, thinking about questions the material brings to your mind, and apply the material to your own experiences and skills.
✓ eCollege will have additional study questions and chapter outlines to assist you in learning the course information. These questions should not be turned in—you will not receive a grade for doing this.

How Is The Course Organized?
✓ The course is developed around the chapters in the book
✓ Check the Course Calendar for specific chapter assignments

What Should Students Do First?
✓ Read the Syllabus and become familiar with the outline of the course
✓ Obtain textbook (5th edition)
✓ Get copy of Guide to the ARD Process
✓ Print the letter to gain permission to attend ARD
✓ Print Campus Survey
✓ You may want to take the tutorial for eCollege.

Communication and Support
There are several ways in which to communicate:
✓ Email: Lynda_Green@tamuc.edu or lynx@sbcglobal.net
✓ I will be happy to discuss any questions or concerns after class.
✓ You may feel free to email me during the week. I check my email daily and should respond within 24 hours.
✓ If you have any questions which might interest the class, you may ask these on Virtual Office. I check this frequently and will respond so that this may help the entire class.
✓ I will return papers submitted the following week. The grades will be posted on eCollege under Gradebook as soon as they are graded.

Course and University Procedures/Policies

Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with
others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled ‘Drop a class’ from among the choices found under the myLEO section of the web page.

ADA Statement

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.
Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
# COURSE OUTLINE/CALENDAR

## CALENDAR
### SPRING 2013
#### SPED 480

| Week 1 | Review syllabus, schedule
| Chapters 1, 2
| Guide to the ARD Process |
|---|---|
| Week 2 | Chapter Chapters 3, 4, 5
| Activity
| Campus Survey due |
| Week 3 | Chapter 2
| Activity
| RTI paper due, Terms and Definitions due |
| Week 4 | Chapter 12, 13, 14
| How to understand testing data and use to plan for all students in your class
| Should have attended ARD by this date
| Diagnostician Interview due |
| Week 5 | Chapters 6, 7, 8
| Activity
| ARD reflections paper due |
| Week 6 | Chapters 9, 10, 11
| Activity
| General Education teacher interview due |
| Week 7 | Lesson Plan Report due
| Demonstrate Plan
| Tier interventions due |
| Week 8 | Final Assessment |
Texas A&M University-Commerce/Navarro Partnership Program

Special Attendance Request

To: The Principal and/or Mentor of ________________________________, Resident

From: Lynda Green, Instructor of Sp Ed 480, Issues for Inclusion

Re: Resident Attendance to ARD meetings:

______________________________ is enrolled in Sp ED 480 for this semester. One of the requirements of this course is to attend one or more ARD meetings. The purpose of this requirement is to allow the Resident experience with the procedures, methods and decision-making process of the ARD. It is my opinion that this is best achieved by the on-site and actual visualization of the process the ARD performs as it plans and develops a program for the student with a disability.

If possible, I would like to request that ________________________________ is allowed to observe one or more ARD meetings. There will be an assignment due regarding some of the observations the Resident has made. I assure you that all confidentiality is respected and that names and facts, that may reveal any personality, place or sensitive event, will not be allowed into the assignment.

Thank you for your consideration of this matter.

Respectfully,

Lynda Green
Instructor
TAMU/Commerce
SPED 480—Issues for Inclusion
Texas A&M-Commerce

CAMPUS SURVEY

YOUR NAME ______________________________________________________

CAMPUS ______________________________________________________

DISTRICT ______________________________________________________

Answer these questions by the date listed on the syllabus. You may want to interview the special education teacher on your campus or Special Education Director. You can also locate this information on the web for your school district.

I. Getting to know the population of your district and campus

1. What is the total school district population? __________________________

2. What is the total number of special education students served in your school district?
   __________________________

3. What is the total number of students on your campus? __________

4. What is the total number of special education students served on your campus?
   __________________________

II. Check the support programs available on your campus?

   _____ Adaptive Music  _____ Special Education Self-Contained
   _____ “At Risk” Programming  _____ Adaptive Physical Education
   _____ Compensatory Education  _____ Bilingual Education
   _____ English as a Second Language (ESL)  _____ Counseling
   _____ Occupational Therapy (OT)  _____ Gifted/Talented
   _____ Physical Therapy (PT)  _____ PTA/PTO
   _____ Preschool Programming (PPCD)  _____ Technology Support
   _____ Special Education Resource  _____ Volunteer Programming
   _____ Special Education Content Mastery  _____ Title I Programs
   _____ Other  _____ Other

III. Who are the support personnel?
List the names (first and last) of the personnel who fill these positions whether they are housed on your campus or not. Some may be employed by a co-op or may be housed on another campus.

Principal

Assistant Principal

School Secretary

Instructional Coordinator(s)

School Counselor(s)

School Nurse

Diagnostician

Speech/Language Pathologist(s)

Special Education Director

Special Education Coordinator(s)/Specialist(s)

Special Education Teacher(s)

Technology Manager

Referral/RTI Chairperson

Special Reading Teacher(s)

Special Math Teacher(s)

Physical Therapist

Occupational Therapist

VI Teacher

AI Teacher

Visiting Teacher (for sick or injured students)

Campus Custodian(s)

Cafeteria Manager

Teaching Assistants(s)/Paraeducators

IV. Determine the different types of handicapping conditions and at-risk students that are documented in your class. Remember that this is confidential information and no names should be used. Your mentor should be able to assist you with this.