

SPED 420.001 Learners with Special Needs in Restrictive Environments
Course Syllabus
Fall 2014 – Monday & Wednesday 12:30 – 1:45 p.m. – Henderson 206

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Office Hours:

Monday and Wednesday 10:00 – 11:30 a.m.; Tuesday 6:00 – 7:00 p.m.; or by appointment

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

I. Course Description

This course will develop skills for planning and organizing instruction for students with moderate and severe disabilities. Emphasis will be given to standards-based instruction in the core content areas of communication development, functional academics and life adjustment skills.

Prerequisites: SPED 346 or permission of instructor.

II. Student Learning Outcomes

This course will address the following TExES (Special Education EC-12 [161]) competencies (as they relate to students with moderate and severe disabilities):

- 001: Understands and applies knowledge of the characteristics and needs of students with disabilities.
- 002: Understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.
- 003: Understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
- 004: Understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
- 005: Knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
- 006: Understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

- 007: Understands and applies knowledge of transition issues and procedures across the life span.
- 008: Promotes students' performance in English language arts and reading.
- 009: Promotes students' performance in mathematics.
- 010: Understands the philosophical, historical, and legal foundations of special education.
- 011: Applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- 012: Knows how to communicate and collaborate effectively in a variety of professional settings.

III. Evaluation and Grading

Students will be assessed according to the stated objectives in this syllabus including: written work, exams, discussions, projects and presentations.

Summary of Course Assignments:	Maximum Points
Attendance	Required
Participation & In-Class Activities (possible)	25
Show and Tell	25
Activities, Modules or Exams (4 @ 50)	200
Field Report	125
Social Story	25
Group Project	250
Project report, family support plan, participation, presentation, guest reviewer	

Total Points Available **650 points**

Grading is based on your cumulative score as a percent of the total score available (650 points)

$$\frac{\text{Points Earned}}{\text{Maximum Points}} \times 100 = \text{percentage earned}$$

Grading Rubric:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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IV: Course Assignments

1. **Attendance, Participation and In-Class Activities:** Students are expected to be present for all scheduled class meetings. Five points will be deducted for
 - all unexcused absences

- each 3 tardies (e.g., tardy 3 times = -5; tardy 6 times = -10, etc.)
 - leaving early is considered the same as arriving late
- During class, students are expected to participate in class discussions, demonstrating college-level preparation and participation. Points will be deducted from the final grade at the discretion of the instructor for failure to participate.
- In-class assignments, quizzes or other type graded activities may be presented at various times during the semester. No “make-up” assignments will be made for these unannounced in-class assignments if a student is absent.

Attendance points will be deducted per above FROM YOUR FINAL GRADE.

Therefore, two (2) unexcused absences will result in a 10 point deduction – equivalent to one letter grade. If you know you will have an excused absences (see student guidebook), you should contact the instructor *prior to* the class meeting as possible.

Participation and Possible In-Class Assignments: 25 maximum points

Attendance – 5 point deduction for each unexcused absence

2. Show and Tell

Sometime during the semester, you will have an opportunity to share a personal experience (i.e. article, book, video clip, website, television show, movie, etc.) that relates to students with moderate or severe challenges (including autism), or medical needs.

Show and Tell presentations should be limited to **no more than 3 minutes**. In order to receive credit, a brief written description must be turned in at the time of your presentation (see format in in doc sharing).

Grading: 25 Maximum points

Due Date: Throughout the semester

3. Activity Modules

Throughout the semester, activities, modules, or quizzes will be assigned. Typically, activities or modules will consist of reading and watching the videos and answering assigned questions or participating in electronic discussions. Tentatively, topics will include: teaching social skills and appropriate student behavior, self-determination, generalization and maintenance, and life transitions including personal/ community/ domestic skills.

GRADING: 4 activities, modules or exams at 50 points each = 200 maximum points

Dates Due: per class schedule

4. Field Report

During the semester, each student will schedule a visit to a school, classroom or agency that provides educational or behavioral services to students with severe or multiple disabilities. Prior to this visit, you will be required to prepare 5 questions that you would like to have answered during this visit. Questions are to be turned into the instructor ***and approved*** prior to your visit. Following the visit, you will be required to prepare a field paper reflecting on this experience. An outline of required components for your report, along with a checklist of items that you should observe for during your visit are both

posted in doc sharing. The answer to your five questions and information on how you obtained your answer should be included in your final paper.

GRADING: 125 maximum points (25 for advance questions; 100 for field report)

Your field report should include (a) your reflection based on the instructor's required questions, (b) your completed checklist (c) answer to your 5 questions.

Due Date: per class schedule. Your 5 questions must be approved in advance of the visit

5. Social Story:

You will create a social story to address a specific problem behavior. See handout in doc sharing for specific directions for creating a social story.

GRADING: 25 points maximum

Due Date: per class schedule

6. Group Project

Throughout the semester, you will be expected to participate with a group of your peers in a Project Based Learning assignment. Time will be allowed in class for your group to work on this project; however, additional out of class time will be needed.

This activity will require each student to use research and problem solving skills to find appropriate information and instructional strategies to meet a student's academic and behavioral needs. Each group will be given a case study of a student with a moderate, severe, or medical disability. Each person in the group may have a specific assignment but the project will be presented "as a whole" upon completion. In addition, the group will be responsible for making a presentation of approximately 30 minutes on the results of this project.

There will be five (5) grading components from the project. These components include:

Project Report: (maximum points = 100) The Project Report will describe in detail the following six (6) elements of the assigned students' educational plan.

1. An Introduction to the child
2. A description of the child's condition
3. An assessment plan
4. An educational plan
5. An assistive technology plan
6. An evaluation / progress monitoring plan

Project Family Support Plan: (maximum points = 50) This report will describe how a teacher can support a family – teacher relationship with your child's family and include a one page flyer / brochure prepared for this family to enhance their involvement in your child's ARD / IFSP meeting.

Presentation: (maximum points = 50) Each group will make a presentation of approximately 30 minutes to the entire class that describes your project (report and family support plan).

Participation: (maximum points = 25) Each person will be awarded points for their participation and interaction within their group.

Guest Reviewer: (maximum points = 25). Each person will be required to serve as a guest reviewer for another group's project (report, family support plan and presentation).

Each of the above five components are further described in the **Group Project Instructions** posted in doc sharing.

GRADING: 250 maximum points as follows
Project Report: 100 points maximum
Family Support Plan: 50 points maximum
Presentation – 50 points maximum
Participation - 25 points maximum
Guest Reviewer - 25 points maximum
Date Due: as scheduled by each group per class schedule

V. Teaching Strategies

The following instructional strategies will be employed during this class:

- Lecture, multimedia, and simulations
- Demonstration and case studies
- Project Based Learning
- Cooperative learning
- Written assignments

VI. Required Text and Related Readings

Required Texts

1. Browder, D.M., & Spooner, F. (2011) *Teaching students with moderate and severe disabilities*. New York: NY. The Guilford Press.
2. Texas Education Agency (2010). *A Guide to the Admission, Review, and Dismissal Process (ARD Guide)*. * Can be found under Doc Sharing in eCollege.

VII: Other Syllabus Considerations

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

Communication & Support:

If, between class meetings, you have a question that others in the class may also be having, please post those questions to my Virtual Office in eCollege. Please consult

Virtual Office to see if a question has already been answered before sending me an e-mail. *** (see 3 before me rule below). Responses to Virtual Office questions & emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to Virtual Office posts or emails during weekends, holidays, or in the evenings.

A Note About the Virtual Office: The Virtual Office is a public forum. Everyone else in the class can read everything you write there. If you need to contact me about something of a personal nature, feel free to e-mail me.

Three Before Me Rule: The 3 before me rule simply means, before you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to find the answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your group, etc.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

Technology Requirements:

In this course, we will utilize eCollege. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (not dial-up). This means you should use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also supports the Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu.

Contacting eCollege for Technical Support:

The following support options are available 24 hours a day / 7 days a week

- Help: Click on the “help” button on the toolbar for information regarding working with eCollege (i.e., “How do I submit to dropbox?”, “How do I post to discussion board?”, etc.
- Chat Support: Click on the “Live Support” on the toolbar within your course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (toll free) to speak with an eCollege Technical Support Representative

- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative

Other Important Notes:

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
StudentDisabilityServices@tamu-commerce.edu

- 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*)
 - All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
 - Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
 - Plagiarism occurs at any time that another's ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (".."). Paraphrasing of another's ideas must also be cited (although this does not require quotation marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it's an assigned group project) also constitute plagiarism.
 - For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.

- All assignments must be turned in on the assigned due date. *Unexcused assignments turned in after the due date will receive a 10% deduction per day for the first 3 days it is late. After the third day, assignments will be returned ungraded and will result in a grade of zero.*
 - **A note about timeliness:** The timelines for this course are not negotiable. I realize that on occasion “life happens” – children get sick, cars break down, and thunderstorms occur. For these reasons and many more, it is highly advised that you DO NOT wait until the deadline for turning in an assignment. If you wait until 11:00 pm to turn in an assignment due (electronically) at midnight and the electricity goes out, you have missed the deadline and will NOT get credit for the assignment.
- Ensure that the assignment guidelines presented in the syllabus and assignment handouts are followed. It is important that all assignments are organized according to headings and subheadings delineated in the assignment. *Failure to do so will result in an ungraded assignment or a lower evaluation.*
- **Make/Up exam.** There will be NO exam scheduled in this course.
- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. *Degrading terminology will not be tolerated.* In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).
- **Tobacco Use:** Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.
- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the course evaluation at the end of the term when it is too late to implement your suggestions.*