

Intro to Special Education (SPED 480.001)

Issues with Inclusion

Fall 2014

Fridays 2-3 pm

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Office Hours: PRN

Materials: There are no required text books for this course.

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.

Student Learning Outcomes: 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 and expectations: Students are expected to attend all lectures on time and will remain for the entirety of the lesson. Active participation in classroom discussions and activities are required.

Assignments:

- Watch *F.A.T. City* on <http://www.youtube.com/watch?v=jZhRf2fxlyw> Be prepared with a list of ideas from the video including; (a) likes, (b) ideas you may not agree with, (c) concerns, and (d) questions Be prepared to discuss what you learned that will assist your teaching from the video. (20 pts)
- Prepare a pamphlet on an assigned disability. Include- definition, prevalence, identification process, typical placement and services, list of possible

accommodations/modifications, resources (5+) available for teachers to support a positive learning environment. Bring 1 pamphlet for each member of the class (40 pts).

- *Bring a visual schedule to class (based on any schedule; yours, a student's or a child's). Be prepared to share the benefits and how to accommodate it for different student needs. (20 pts).*
- *Find a video of a child behaving poorly on the internet (i.e. youtube) or observe a child demonstrating an undesirable behavior. Complete an FBA on this behavior. Identify the purpose of the behavior and an intervention for it. (20 pts). Be prepared to write a goal for this behavior in class and share with others.*
- *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) 2. Who led the ARD? 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. Specifically, what appeared to be the general educator's 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?*

Lecture 1-

Introduction to class and assignments.

Introduction to services available for students with special needs.

Lecture 2-

Presentation of the 13 disabilities categories in IDEA and ODD

*Pamphlet due

*FAT City paper due

Lecture 3-

FBA's and Self regulations strategies for students

*Visual Schedule due

Lecture 4-

Progress monitoring, the TIERed process, identification, preparing for the ARD, and after the identification of a student.

*IEP paper due

*FBA video paper due

Grading:

This course has 100 pts. The grading scale is as follows:

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

Late Work Policy: This course has a limited number of meetings, each 1 month apart. For this reason, late work will not be accepted. All materials are necessary for the use in an assignment and to support other classmates. It is necessary to actively participate in the class activities. You are welcome to e-mail them to me ahead of time to make sure they do not get lost or if you need help with printing but I must be notified a minimum of 1 week before the assignment is due.

Technology Requirements: Students must have access to a computer to complete assignments. If a student does not have access to a home computer with reliable internet access the university has student computers available in the library. There will not be an e-college link for this course.

Instructor Contact Information: Any questions for the instructor can be e-mailed using the campus e-mail provided above. E-mail will be checked daily and a response will be provided in 24 hours. This does not mean an immediate answer, but some sort of information to begin the process of answering the question. It is advised you share contact information with a minimum of 2 other classmates for additional support.

For information on appropriate use of Netiquette please review

<http://www.albion.com/netiquette/corerules.html>

Student Conduct and Absences: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.”

Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct). Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks should be used to indicate the exact words of another. Each time you

paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me. *Students who plagiarize any material will earn a grade of F for the course.*

Students are expected to attend all classes unless they have excused absences as described in the Student’s Handbook (Policies and Procedures, Academics). When students are absent from class they are responsible for making up the work covered in class and speaking with me about these arrangements. More than 3 absences during the semester is considered excessive. “It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office (Systems Policy 13.2).”

Dropping/Incompletes/Withdrawal: Students are responsible for following University procedures to drop a class. If you stop attending the class for any reason, you must initiate the process of dropping, or you will receive a failing grade. If you may choose to drop the course you may do so by entering your **myLEO** account and clicking on the hyperlink labeled “Drop a class”. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc. Because this course is dependent on in class participation, an “incomplete” is not available. Excessive absences may result in an administrative drop from the course.

Accommodations: Students requesting accommodations for disabilities must go through the Academic Support Committee. Instructors must be notified in writing by the Director of Disability Resources & Services before accommodations will be made. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.