

Special Education 480

Issues for Inclusion

Fall 2015

INSTRUCTOR: Dr. Lois Hogan

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Office: Henderson 204; 903-468-6062

Office hours: Thursdays 1:00 - 4:00, 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 (not required): Rapp, Whitney H. and Katrina L. Arndt (2012). *Teaching Everyone: An Introduction to Inclusive Education*. Baltimore: Paul H. Brooks Publishing Co.

Additional resources:

<http://framework.esc18.net/display/Webforms/LandingPage.aspx>

<http://www.theteachertoolkit.com/>

<http://www5.esc13.net/thescoop/special/>

<http://www.livebinders.com/play/play?present=true&id=1074530>

<http://www.intensiveintervention.org>

<http://www.ies.ed.gov>

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

C002: formal and informal assessment procedures and how to evaluate student competences to make instructional decisions

C003: procedures for planning for individuals with disabilities

C005: how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations

C0011: professional roles and responsibilities and legal and ethical requirements

C0012: how to communicate and collaborate effectively in a variety of professional settings

COURSE REQUIREMENTS:

Seminar discussion topics include:

Special Education and Inclusive Schooling, helping students succeed in the content areas

Response to Intervention: Developing Success for All Learners

Required meetings and legal/paperwork responsibilities

Communicating and Collaborating with Other Professionals and Families

Promoting Social Acceptance and Managing Student Behavior

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. **Due: second seminar**

Planning for "at-risk" students/RtI (20 pts.): Select a student who may be "at-risk" for school failure due to ability, socioeconomic reasons, health, behavior, etc. and develop a plan (1-2 pages) to help him/her be successful. Become familiar with your campus' RtI process (it will be great if you can attend an RtI meeting) and design interventions for each tier. Include resources that are available to help you with ideas, strategies, techniques, etc. These can be internet sites, curriculum or textbooks, or district personnel. Report on how the student is responding to your efforts in implementing your plan. Remember to respect confidentiality. **Due: identify student by second seminar - report due last seminar**

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.** You will turn the lesson plan and feedback form in at the end of seminar. 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. **Due: third seminar**

ARD/IEP Meeting (20 pts.): Observe an ARD meeting this semester. **Due: last seminar**
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:

1. 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?

If you are unable to attend an ARD, interview your mentor or a special education teacher about an ARD he/she has attended. Write that person's responses to the reflection questions.

Evidence of Accommodations/Modifications and Collaboration (40 pts. total): 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 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 IEPs and student success?

Your assignment is to submit the following:

1. A two-page typed reflection discussing:
 - o your observations of how general and special educators collaborate and communicate regarding students' needs, IEPs, and their progress. **(10 pts.)**
 - o 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. **(10 pts.)**
 - What interactions have you had with others concerning students, their IEPs, their progress, ways services can be delivered, improved, etc.
 - Share your successes and what you have learned. **(5 pts.)**
2. A copy of the accommodations/modifications table you developed (remember to maintain student confidentiality) **(10 pts.)**.
3. 2 sample copies of lesson plans that show evidence of your efforts in accommodating and/or modifying for students with disabilities **(5 pts.)**. **Due: last seminar**

Note: If there is not a student with an identified disability in your classroom, check with the special education teacher or educational diagnostician on your campus to review forms that are used to create a student IEP. Don't forget that RtI and 504 committees develop accommodations and/or interventions for struggling students. Talk about 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@tamu-commerce.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)

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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 _____

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

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

II. Support Personnel (Who is available on your campus and in your district to assist you with your students?)

- Assistant Principal _____
- Cafeteria Manager _____
- Campus Custodian(s) _____
- Special Reading Teacher(s) _____
- Educational Diagnostician _____
- Instructional Coordinator/Supervisor(s) _____
- Occupational Therapist(s) _____
- Physical Therapist(s) _____
- Principal _____
- Referral/RtI Chairperson _____
- School Counselor(s) _____
- School Secretary(s) _____
- School Nurse _____
- Special Education Director _____
- Special Education Coordinator(s)/Specialist(s) _____
- Special Education Teacher(s) _____
- Speech/Language Pathologist _____
- Teaching Assistant(s)/Paraeducators _____
- Others _____