

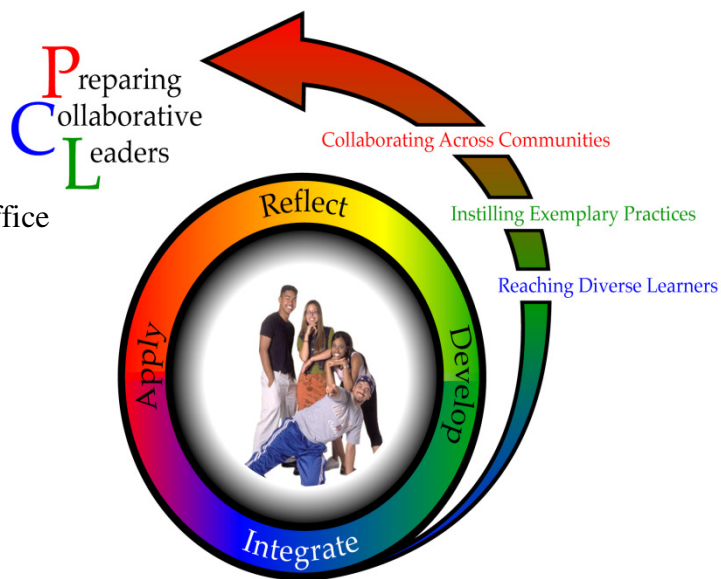
University of Wisconsin-Eau Claire  
College of Education & Human Sciences  
Department of Special Education  
Eau Claire, WI 54702

**SPED 400/600 Inclusive Practices for Elementary Educators**

Spring 2010

Section 1 – Monday/Wednesday, 11:00-12:15, HSS 202

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EXCELLENCE AS A JOURNEY

**Definition of Collaborative Leadership:**

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

# Collaborative Leadership Dispositions

Spring 2010

DISPOSITIONS	0	1 UNDERSTANDING	2 INDEPENDENT LEVEL	3 COLLABORATIVE LEVEL
<b>1</b> <b>STRIVES FOR SHARED UNDERSTANDING</b>	Chooses to do most tasks independently	<ul style="list-style-type: none"> <li>Asks relevant questions of “safe” person</li> <li>Compromises, or asks others to do so, to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Asks clarifying questions for self</li> <li>Paraphrases for personal clarification</li> <li>Cooperates when working with others</li> </ul>	<ul style="list-style-type: none"> <li>Asks clarifying questions for self and/or group needs</li> <li>Solicits responding from all parties</li> <li>Paraphrases for better self and group understanding</li> <li>Redirects counter-productive participation</li> <li>Demonstrates active listening during collaborations</li> </ul>
<b>2</b> <b>SEEKS BENEFICIAL SOLUTIONS</b>	Does not try to change what has already been done “good enough”	<ul style="list-style-type: none"> <li>Describes situations and solutions from multiple perspectives</li> <li>Articulates potential barriers to situations</li> <li>Lists people who may be potential resources for tasks</li> </ul>	<ul style="list-style-type: none"> <li>Describes current condition</li> <li>Tells why change might be necessary</li> <li>Independently finds resources to support change</li> <li>Defers judgment in order to come up with unique and workable solutions</li> </ul>	<ul style="list-style-type: none"> <li>Seeks input from and works with others to describe current condition</li> <li>Works with others to determine need for change</li> <li>Considers other’s ideas and perspectives to generate possible solutions and meet multiple needs</li> </ul>
<b>3</b> <b>ACCEPTS RESPONSIBILITY FOR SELF AND TAKES ON RESPONSIBILITY FOR OTHERS</b>	Blames others and circumstances when problems occur	<ul style="list-style-type: none"> <li>Lists possible personal responsibilities</li> <li>Articulates the responsibilities of others</li> </ul>	<ul style="list-style-type: none"> <li>Accepts responsibility for tasks when asked to do so</li> <li>Assists with meeting the needs of others when within own control</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and seeks out responsibility for tasks</li> <li>Advocates for other’s needs, regardless of personal beliefs/needs</li> <li>Actively seeks out assistance from others to meet identified needs</li> </ul>
<b>4</b> <b>DISPLAYS PERSEVERANCE FOR PROJECTS AND INTERPERSONAL RELATIONSHIP MANAGEMENT</b>	Follow-up attempts not made when first attempt does not succeed or meet expectations	<ul style="list-style-type: none"> <li>Completes tasks on time</li> <li>Makes repeated, but minimal, attempts to correct or continue a task</li> <li>Makes weak attempts to better understand others</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find out more in order to make more productive future attempts at a task</li> <li>Describes options for approaching others for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks out others for contributions in order to make change and persist with tasks</li> <li>Acknowledges all participants contributions, concerns, and ideas</li> <li>Depersonalizes negativity from others and contributes positive responses</li> </ul>
<b>5</b> <b>DEMONSTRATES A PASSION FOR EXCELLENCE</b>	Does just what is required	<ul style="list-style-type: none"> <li>Reflects on how experiences has impacted their thinking about education</li> <li>Articulates the meaning of excellence in a context of learning</li> </ul>	<ul style="list-style-type: none"> <li>States expectations that go beyond the status quo</li> <li>Independently uses the meaning of excellence in a context of learning for individual growth</li> </ul>	<ul style="list-style-type: none"> <li>Active and positive member of groups</li> <li>Uses excellence in a context of learning to collaborate with and influence others</li> <li>Celebrates group successes</li> <li>Exhibits an appropriate sense of humor, a positive manner, and enthusiasm during interactions</li> </ul>

## Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

- Prerequisites:**
- Admission to the teacher education program required
  - Limited to elementary education majors

**Required Text:**

Gargiulo, R.M. (2009). *Special education in contemporary society* (3<sup>rd</sup> ed). Los Angeles, CA: Sage.

**Course Description:**

Surveys characteristics of diverse learners including students with disabilities, cultural differences, gifts/talents, and at-risk concerns. Provides knowledge and practice, regarding the secondary educator’s role related to special education processes, professional collaboration, and curricular adaptations/modifications.

**Course Objectives:**

Objective	WTS	Artifacts
1. Demonstrate knowledge of characteristics of students with disabilities as defined by state law and federal law (IDEA-2004)	1, 2	<ul style="list-style-type: none"> <li>• Professional Presentations</li> <li>• Final Exam</li> </ul>
2. Demonstrate knowledge of the referral systems, the IEP team responsibilities and procedures, and individualized education plan processes.	6, 10	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>
3. Gain knowledge of educational techniques and strategies that can be used in the elementary school to facilitate the successful inclusion of students with disabilities and other educational needs in the general education/classroom setting.	2, 3, 4	<ul style="list-style-type: none"> <li>• Professional Presentations</li> <li>• Graphic Organizers</li> <li>• Internet Activity</li> <li>• Lesson Plan Activity</li> </ul>
4. Apply knowledge of educational techniques and strategies to create instructional modification and accommodation to foster successful inclusion for students with disabilities and other educational needs in the general education/classroom setting.	2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none"> <li>• Professional Presentations</li> <li>• Graphic Organizers</li> <li>• Internet Activity</li> <li>• Lesson Plan Activity</li> </ul>
5. Demonstrate knowledge of various alternatives for providing the least restrictive environment for students with disabilities.	1	<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Internet Activity</li> <li>• Lesson Plan Activity</li> </ul>
6. Gain knowledge and understanding leading to an accepting and understanding attitude toward the role of general educators in fostering inclusive practices, and toward the inclusion of children with disabilities and other educational needs in the elementary school/classroom setting.	9	<ul style="list-style-type: none"> <li>• Reflection Paper</li> <li>• Final Exam</li> </ul>

### Instructional Methods

The course may include lectures, candidate presentations, guest speakers, video tapes, small and large group discussions, and analysis.

**The schedule and procedures in this course are subject to change in the event of extenuating circumstances.**

### Course Information

All assignments for SPED 400 must be original. For example, lesson plans, activities, or assignments from other courses or BLOCK are not to be used in this course

#### 1. Learning Strategy Presentations (2 or 3 @ 15 points each)

Candidates will develop a presentation on an assigned learning strategy which you will receive from the instructor. Additionally, utilize the World Wide Web to find sources/examples of the assigned Learning Strategies. The document camera will be used as the technology source for the Learning Strategy presentation.

#### The Learning Strategy Presentation must:

- a. Cover the purpose of the strategy and what type (math, reading, writing, etc.)
- b. Cover the steps of the strategy.
- c. Utilize an example or two utilizing the steps.
- d. Include the source as part of the presentation which is included on the handout you will receive from the instructor.
- e. The length of most presentations is about 3-5 minutes.

#### Learning Strategy Handout:

- f. Provide a handout of your presentation. The handout should be designed well enough that a person who has no concept of the strategy will understand and be able to use it in the classroom.
- g. The one page minimum handout must include similar information from the presentation...the specific learning strategy, purpose, steps, examples, etc.
- h. Include the source(s) at the bottom of the handout.
- i. You will need handouts for each student in class and the instructor gets two.
- j. If you have any questions about the strategy presentation...contact Dr. Dempsey ASAP.

### Learning Strategy Presentation Grading Rubric

1.	How well did the presentation explain the learning strategy?	0	1	2	3	4	5
2.	Information presented in a professional manner	0	1	2	3		
3.	Handout – Professional appearance/one page minimum	0	1	2			
4.	Handout – Detailed/user friendly information/Source cited	0	1	2	3	4	5
		15 Possible Points			Total _____		

2. **Instructional Intervention Presentations** (3 @ 15 points each – 45 total points)  
 Candidates will develop a presentation on an assigned instructional intervention which you will receive from the instructor. The document camera will be used as the technology source for the Instructional Intervention Presentation.

**The Instructional Intervention Presentation must:**

- a. Cover the purpose of the instructional intervention and what type (math, reading, written expression, language, spelling)
- b. Cover the steps of the strategy.
- c. Utilize an example or two utilizing the steps.
- d. Include the source as part of the presentation which is included on the handout you will receive from the instructor.
- e. The length of most Instructional Intervention presentations is about 5-10 minutes.

**Instructional Intervention Handout:**

- f. Provide a handout of your presentation. The handout should be designed well enough that a person who has no concept of the instructional intervention will understand and be able to use it in the classroom.
- g. The one page minimum handout must include similar information from the presentation...the specific instructional intervention, purpose, steps, examples of how to use the strategy, etc.
- h. Include the source(s) at the bottom of the handout.
- i. You will need handouts for each student in class and the instructor gets two.
- j. If you have any questions about the Instructional Intervention Presentation...contact Dr. Dempsey ASAP.

**Instructional Intervention Presentation Grading Rubric**

1.	How well did the presentation explain the learning strategy?	0	1	2	3	4	5
2.	Information presented in a professional manner	0	1	2	3		
3.	Handout – Professional appearance/one page minimum	0	1	2			
4.	Handout – Detailed/user friendly information/Source cited	0	1	2	3	4	5
15 Possible Points		Total _____					

3. **Graphic Organizer** (5 @ 15 points each = 75 total points)
- **The purpose of Graphic Organizers is to tell the students what they need to know.**
  - **Graphic Organizers visually organize information to assist all students.**
  - **Select a grade level for the Graphic Organizers assignment.**
  - Review professional journals, textbooks, the internet and other resources specific to teaching application to students with **learning disabilities**.
  - Select a topic that is of interest to you and that you may use in your portfolio and in the classroom.
  - Utilize a minimum of *two* different sources for the Graphic Organizers. In other words, do not use the same source for all of your Graphic Organizer assignments.
  - Candidates will develop one Graphic Organizer for each of the following subjects in this order: **1) Language Arts, 2) Math, 3) Reading 4) Science, 5) Social Studies.**
  - Staple the following material in the following order: (1) Cover Sheet (including the grading rubric), (2) Graphic Organizer, (3) Copy of Article/Source 8½ x 11.

- An example of a **Cover Sheet** is located on page 14.
- Small and large group discussions will be utilized to disseminate information from the Graphic Organizers.
- Provide a copy of **each** Graphic Organizer for the instructor due on the last class day.

4. **Internet Activity Interventions/Strategies – Learning Disabilities** (6 @ 5 points each = 30 total points)

Search the World Wide Web to find web pages which relate to teaching students with **learning disabilities**. These must include a list of a minimum of ten interventions/strategies for elementary students in the following areas: **1) General Learning Disabilities, 2) Language Arts, 3) Math, 4) Reading, 5) Science, 6) Social Studies**. The material for Internet Activity must be different from that listed for the Graphic Organizer. **Cut and paste** your information indicating your name on each page and number each page. **The information must be detailed enough to use in a teaching setting**. This information will be utilized as the basis for class discussion. **Staple** the assignment as needed.

5. **Internet Activity – Various Disabilities, Interventions, Strategies** (7 @ 5 points each – 35 total points)

Search the World Wide Web (and other professional sources) for a minimum of **ten** (interventions/strategies) for **each** of the following disabilities.

- Mental Retardation/Cognitive Disability (Mild)
- Emotional Behavioral Disorder
- Autism
- ADHD
- Cerebral Palsy
- Spina Bifida
- Traumatic Brain Injury (TBI)

**Cut and paste** your bulleted/numbered lists indicating your name on each page and number each page. **Staple** the assignment as needed.

6. **Attendance** (100 total points)

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded by the use of an Attendance Sheet.

**Candidates must sign your own name on the attendance form each class session.**

Candidates who sign another person’s name will be in violation of the University Academic Misconduct Policy. Candidates who are late or leave early may lose points.

**Attendance Grading Criteria**

Absences	
1	A-
2	B-
3	C-
4	D-
5 or more	F

7. **Self-Reflection Paper** (1 @ 25 points)

This assignment is designed to assist the candidate reflect on information gathered from this course. **The Self-Reflection must be a minimum of two double-spaced pages.** Large group discussion will be utilized to disseminate the project information. **Also provide a copy of the Self-Reflection paper for the instructor.** You may include the following examples in your Self-Reflection Paper:

- Has your philosophy of teaching changed? How has it changed?
- Has your attitude toward individuals with disabilities changed? If so, how/why?
- What was the most beneficial information you learned and how will you use it in the future?
- What did you learn that you did not expect to learn?
- Other?

8. **Comprehensive Final Examination** (1 @ 100 points)

Review page 12 for Final Examination example. The final examination is a “weighted” examination. For example: To receive an A for the course, you must earn a minimum of 94% on the final examination. To receive an A- for the course, you must receive a minimum of 90% on the final exam. Essentially, the SPED 400 final exam is similar to the Bar Exam. A law student may earn a 4.0 GPA in law school course work; however, if they do not pass the Bar they cannot practice law. The premise is the same for SPED 400. The final exam is designed to be a “comprehensive capstone” experience. For example, if a candidate has an “A” going into the final, you must earn an “A” on the exam to earn an “A” in the course.

9. **Miscellaneous Activities**

May include unannounced quizzes over the text reading and class discussion. An undetermined number of points may be given at the discretion of the instructor for course activities, including **participation.**

10. **Course Assignment Information**

- The candidate is expected to be current on assigned reading.
- All assignments must be typed and double-spaced unless otherwise specified.
- Font must be Times Roman or Courier, **12 point.**
- All assignments must be numbered in the bottom center.
- Assignments must be printed on a quality printer.
- Staple all assignments as needed in the upper **left** corner.
- All assignments are due at the beginning of class on the specified day.
- Late assignments will be lowered by one letter grade for each day they are late.
- Assignments not fulfilling stated requirements will not be accepted.
- Keep a copy of all assignments.
- **Write five questions/statements for each video seen in class. The information will be used as the basis for discussion.**
- Candidates who do not hand in all the required assignments will receive a failing grade.

11. **Academic Misconduct Policy**

All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

#### UWS 14.03 Academic Misconduct Subject to Disciplinary Action

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized material or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

#### UWS 14.04 Disciplinary Sanctions

- (1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of UWS 14.05, 14.06, or 14.07:
  - (a) An oral reprimand;
  - (b) A written reprimand presented only to the student
  - (c) An assignment to repeat the work, to be graded on its merits;
  - (d) A lower or failing grade on the particular assignment or test;
  - (e) A lower grade in the course;
  - (f) A failing grade in the course;
  - (g) Removal of the student from the course in progress;
  - (h) A written reprimand to be included in the student's disciplinary file;
  - (i) Disciplinary probation; or
  - (j) Suspension or expulsion from the university.
- (2) One or more of the disciplinary sanctions listed in Sub. (1) may be imposed for an incident of academic misconduct.

#### 12. Extra Credit

There is no "extra credit" accepted in this course.

13. If you are having difficulty with aspects of the course, do not wait until the end of the semester. Arrange an appointment with Dr. Dempsey as soon as you suspect difficulty.

14. *Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Services for Students with Disabilities Office.*
15. **All electronic communication devices must be turned off during scheduled class time.**
16. **SPED 400 is an intensive and challenging course. The instructor has high expectations for each candidate. Therefore, you are expected to be an active learner during each class. In other words, class time is not nap time.**

## Course Points

It is a student's responsibility to keep a record of your total points so you know your current grade.

	Total Points	My Points	Grade
<b>1. Learning Strategy Presentations</b> (estimated) <ol style="list-style-type: none"> <li>1. 15</li> <li>2. 15</li> <li>3. 15</li> </ol>		_____ _____ _____	_____ _____ _____
<b>2. Instructional Interventions</b> (estimated) <ol style="list-style-type: none"> <li>1. Math 15</li> <li>2. Reading 15</li> <li>3. Written Expression, Language, Spelling 15</li> </ol>		_____ _____ _____	_____ _____ _____
<b>3. Graphic Organizers</b> <ol style="list-style-type: none"> <li>1. Language Arts 15</li> <li>2. Math 15</li> <li>3. Reading 15</li> <li>4. Science 15</li> <li>5. Social Studies 15</li> </ol>		_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
<b>4. Internet Activity – Learning Disability</b> <ol style="list-style-type: none"> <li>1. Language Arts 10</li> <li>2. Math 10</li> <li>3. Reading 10</li> <li>4. Science 10</li> <li>5. Social Studies 10</li> </ol>		_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
<b>5. Internet Activity – Various Disabilities</b> <ol style="list-style-type: none"> <li>1. Mental Retardation/Cognitive Disability 5</li> <li>2. Emotional Behavioral Disorders 5</li> <li>3. Autism 5</li> <li>4. ADHD 5</li> <li>5. Cerebral Palsy 5</li> <li>6. Spina Bifida 5</li> <li>7. Traumatic Brain Injury (TBI) 5</li> </ol>		_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____
<b>6. Attendance</b> # of Absences _____			_____
<b>7. Self-Reflection Paper</b>	25	_____	_____
<b>8. Comprehensive Final Examination</b> (weighted)	100	_____	_____
<b>9. Participation</b>	_____	_____	_____
<b>TOTALS</b>	_____	_____	_____

## Course Grading for SPED 400 and SPED 600

Grades will be determined by total points on the following percent scale.

A	=	94%	-	100%
A-	=	90%	-	93%
B+	=	87%	-	89%
B	=	83%	-	86%
B-	=	80%	-	82%
C+	=	77%	-	79%
C	=	73%	-	76%
C-	=	70%	-	72%
D+	=	67%	-	69%
D	=	63%	-	66%
D-	=	60%	-	62%
F	=	59%	-	and below

Graduate students will be expected to complete an additional project worth 100 points applying the knowledge and techniques in an actual classroom setting. Each project must be approved by Dr. Dempsey based on individual consultation with each graduate student. Graduate students will be required to present their research findings. The project is due the second to the last class. Graduate grading does include +'s and -'s.

**Additionally, graduate students - SPED 600 - must meet with Dr. Dempsey within the first two days of the term to discuss the project.**

### Focus

1. Why am I in college?
2. Why am I in teacher education?
3. Do I want an education or a diploma?
4. What kind of teacher do I want for my child?
5. We learn from each other.
6. Those who dare to teach must never cease to learn.
7. Teaching is a profession.
8. Teachers must possess a sense of humor.
9. We teach students not subjects.
10. We must teach what the student *needs* and how the student *learns*, not what and how the teacher feels like teaching.
11. It is our job to insure that *each* student actually *learns* the material.
12. The Teaching Process: Teach – Reflect – Modify – Evaluate
13. Teaching is about building relationships.

#### 14. TEACH YOUR CHILDREN

Crosby, Stills, Nash & Young  
by Graham Nash

You who are on the road  
Must have a code that you can live by  
And so become yourself  
Because the past is just a good-bye.  
**Teach your children well,**  
Their father's hell did slowly go by,  
And feed them on your dreams  
The one they picks, the one you'll know by.  
Don't you ever ask them why, if they told you, you will cry,  
So just look at them and sigh and know they love you.  
And you, of tender years,  
Can't know the fears that your elders grew by,  
And so please help them with your youth,  
They seek the truth before they can die.  
**Teach your parents well,**  
Their children's hell will slowly go by,  
And feed them on your dreams  
The one they picks, the one you'll know by.  
Don't you ever ask them why, if they told you, you will cry,  
So just look at them and sigh and know they love you.

## Graphic Organizer Cover Sheet

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**Student:** Ima Student  
**Class SPED:** 400 – (Section 1)  
**Topic:** Animal Behavior  
**Due Date:** October 15, 2010  
**Graphic Organizer#:** 2  
**Grade Level:** 5

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**Author:** Nancy Nature-Lava  
**Title:** The Nature of Nurturing  
**Journal:** Science World  
**Publication Date:** March 27, 2005  
**Volume:** 33  
**Number:** 4  
**Pages:** 64-68

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### Graphic Organizer Grading Rubric

Criteria	Points
1. Portfolio quality – neatness	0 – 1 – 2 – 3 – 4 – 5
2. Format organized design – easy to follow for a student with LD	0 – 1 – 2 – 3 – 4 – 5
3. Enough information for a student with LD to understand the concept	0 – 1 – 2 – 3 – 4 – 5
Total Points (15 points maximum)	_____

**Comprehensive Final Examination – Example**  
SPED 400/600

**Directions:**

1. The first two concepts have been selected for you.

**Concepts**

1. **Specific Teaching Strategies for Students with Learning Disabilities.**
  2. **Response to Intervention (RtI) and the impact on general education.**
  3. **What is the process and steps for getting a student into special education.**
  4. **What are the components of the IEP?**
  5. Select from the **Topic List** provided below **or** select a topic of your own derived from **this class**.
2. Provide a **specific** rationale for each concept. (i.e., **Why is it important?**)
  3. Provide a **detailed explanation** from the perspective of an interview with a principal.
    - **“Describe three ways, considerations, etc., of how you will use the concept in your classroom and why.”** (i.e., Classroom Application) **“Discuss the specific student characteristics which impact your teaching strategies.”**
  4. **Organize** your responses.
  5. **Highlight** concepts, terms, etc., with a **highlighter** to emphasize your responses.
  6. **Do not repeat responses.**

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Each of the five sections is worth 20 points.  
100 Total Points

**Topic List**

- Response to Intervention (RtI) and the impact on general education
- Content and purpose of the Individualized Education Plan (IEP)
- Teaching strategies for students with Emotional/Behavioral Disorders
- Teaching strategies for students with ADD/ADHD
- Teaching strategies for students with Cognitive Disabilities
- Cooperative Teaching
- Behavior Management Strategies
- Specific information you learned from your web site assignment.
- Social Skills Training
- Behavior Autopsies
- Special Education Laws
- Teaching/Learning Strategies
- Accommodations or modifications designed for special needs students which may benefit all students.
- Content and purpose of a 504 Plan
- Specific differences between Section 504 and IDEA
- Key concepts of IDEA
- Topics may be added or deleted during the semester

1. Concept- **Teaching Strategies for Students with Learning Disabilities.**

List **three specific characteristics** which impact your teaching strategies for students with Learning Disabilities. **List** and discuss two specific teaching strategies or considerations for each characteristic. Also **explain** why you selected each strategy. (20 points)

- Characteristic 1: **Math** — \_\_\_\_\_

- Strategy 1a \_\_\_\_\_

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- Strategy 1b \_\_\_\_\_

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- Characteristic 2: **Reading** — \_\_\_\_\_

- Strategy 2a \_\_\_\_\_

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- Strategy 2b \_\_\_\_\_

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- Characteristic 3: **Written Expression** — \_\_\_\_\_

- Strategy 3a \_\_\_\_\_

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- Strategy 3b \_\_\_\_\_

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## Final Examination Question Examples

1. Here at *No Child Left Behind Elementary School* we have many children identified as having a learning disability. All of these students are in a regular classroom all or part of the day. Give specific learning strategies and instructional interventions and why you selected each strategy for each of the following academic areas: math, reading, written expression.
2. Here at *No Child Left Behind Elementary School* we include many special education students in our regular education classrooms. Additionally, we are utilizing the RtI model.
  1. What is the purpose of RtI?
  2. Describe the components of the RtI process.
  3. Describe the role you will have as a regular educator in RtI.
  4. How does RtI differ from the discrepancy model?
3. Here at *No Child Left Behind Elementary School* we refer many students for special education every year.
  1. Describe the process, steps and considerations for getting a student placed in special education.
  2. Discuss two options (mediation/due process hearing) that parents/school districts may pursue if either party disagree with the process or placement determination.
  3. What is your responsibility in this process as a regular educator?
4. Here at *No Child Left Behind Elementary School* we have many special education students. Consequently, we write many IEP's.
  1. List the components that *must* be included in an IEP? Additionally, list "special factors" which must be considered for each IEP.
  2. What is the role of a regular educator in the IEP process and your responsibilities related to implementation of the IEP in your classroom?

## Tentative Course Calendar for SPED 400/600

Subject to Change

Assignment due dates do not change unless otherwise indicated by Dr. Dempsey.

1/25 (30)	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Complete Information Sheet</li> <li>• Review Syllabus</li> <li>• Who are we?</li> <li>• Sign up for Presentations</li> </ul>
1/27 (29)	<ul style="list-style-type: none"> <li>• Graphic Organizer Presentation</li> <li>• Review Scope and Sequence</li> <li>• Sign up for Presentations</li> </ul>
2/1 (28)	<ul style="list-style-type: none"> <li>• <b>Chapter 1 – Special Education in Context: People, Concepts and Perspectives</b></li> <li>• Read pp. 8-39</li> </ul>
2/3 (27)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Court Cases</li> <li>• Read pp. 43-55</li> <li>• Graphic Organizer #1 – Language Arts – DRAFT – Due</li> </ul>
2/8 (26)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Read pp. 57-61</li> <li>• Legislation</li> <li>• <b>Internet Activity – General Strategies for Students with Learning Disabilities – Due – Discussion</b></li> </ul>
2/10 (25)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Referral and Assessment for Special Education</li> <li>• RTI – Response to Intervention</li> <li>• Read pp. 61-67</li> <li>• <b>Graphic Organizer #1 – Language Arts – Due</b></li> </ul>
2/15 (24)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Read pp. 67-81</li> <li>• Designing Individualized Instructional Programs</li> </ul>
2/17 (23)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Read pp. 197-214</li> <li>• <b>Graphic Organizer #2 – Math – Due</b></li> </ul>

2/22 (22)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Read pp. 214-239</li> <li>• <b>Internet Activity – Interventions/Strategies – Due – Discussion</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> <li>• Reading</li> <li>• Science</li> <li>• Social Studies</li> </ul> </li> </ul>
2/24 (21)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Video – <i>Fat City...How Difficult Can This Be?</i> – 70 minutes</li> <li>• Write five statements/questions for discussion</li> <li>• <b>Graphic Organizer #3 – Reading – Due</b></li> </ul>
3/1 (20)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Video – <i>It's So Much Work to be Your Friend</i> – 90 minutes</li> <li>• Write five statements/questions for discussion</li> </ul>
3/3 (19)	<ul style="list-style-type: none"> <li>• Learning Strategy Presentations: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> </ul> </li> <li>• <b>Graphic Organizer #4 – Science – Due</b></li> </ul>
3/8 (18)	<ul style="list-style-type: none"> <li>• Learning Strategy Presentations – continued <ul style="list-style-type: none"> <li>• Note Taking</li> <li>• Test Taking</li> <li>• Miscellaneous</li> </ul> </li> </ul>
3/10 (17)	<ul style="list-style-type: none"> <li>• <b>Chapter 7 – Attention Deficit Hyperactivity Disorder</b></li> <li>• Read pp. 244-272</li> <li>• <b>Graphic Organizer #5 – Social Studies – Due</b></li> </ul>
3/15 (16)	<ul style="list-style-type: none"> <li>• <b>Chapter 7 – Attention Deficit Hyperactivity Disorder</b></li> <li>• <b>ADHD Interventions/Strategies – Due – Discussion</b></li> </ul>
3/17 (15)	<ul style="list-style-type: none"> <li>• <b>Chapter 5 – Mental Retardation</b> (Cognitive Disability in Wisconsin and Developmental Cognitive Disability in Minnesota)</li> <li>• Read pp. 143-166</li> </ul>
3/22 (14)	<ul style="list-style-type: none"> <li>• <b>Chapter 5 – Mental Retardation</b></li> <li>• Read pp. 166-191</li> <li>• <b>Mental Retardation (mild) Interventions/Strategies – Due – Discussion</b></li> </ul>
3/24 (13)	<ul style="list-style-type: none"> <li>• <b>Chapter 8 – Emotional or Behavioral Disorders</b></li> <li>• Read pp. 277-298</li> </ul>
3/29	Spring Break – No Class
3/31	Spring Break – No Class

4/5 (12)	<ul style="list-style-type: none"> <li>• <b>Chapter 8 – Emotional or Behavioral Disorders</b></li> <li>• Read pp. 298-320</li> <li>• <b>Emotional Behavioral Disorder Interventions/Strategies – Due – Discussion</b></li> </ul>
4/7 (11)	<ul style="list-style-type: none"> <li>• <b>Chapter 8 – Emotional or Behavioral Disorders</b></li> <li>• Video – <i>When the Chips are Down</i> – 65 minutes</li> <li>• Write five statements/questions for discussion</li> </ul>
4/12 (10)	<ul style="list-style-type: none"> <li>• <b>Chapter 9 – Autism Spectrum Disorders</b></li> <li>• Read pp 327-342</li> </ul>
4/14 (9)	<ul style="list-style-type: none"> <li>• Video – <i>The Power of RtI: Classroom Management Strategies (K-6)</i> – 68 minutes</li> <li>• We will discuss your notes during the next class</li> </ul>
4/19 (8)	<ul style="list-style-type: none"> <li>• <b>Chapter 9 – Autism Spectrum Disorders</b></li> <li>• Read pp. 342-357</li> <li>• <b>Autism Interventions/Strategies – Due – Discussion</b></li> </ul>
4/21 (7)	<ul style="list-style-type: none"> <li>• Instructional Intervention Presentations</li> </ul>
4/26 (6)	<ul style="list-style-type: none"> <li>• <b>Chapter 13 – Physical Disabilities</b> Cerebral Palsy, Spina Bifida, Traumatic Brain Injury – TBI only)</li> <li>• Cerebral Palsy – Read pp. 497-499</li> <li>• Spina Bifida – Read pp. 499-501</li> <li>• Instructional Intervention Presentations</li> </ul>
4/28 (5)	<ul style="list-style-type: none"> <li>• <b>Chapter 13 – Physical Disabilities</b></li> <li>• Traumatic Brain Injury – Read pp. 504-506, 512-519</li> <li>• Instructional Intervention Presentations</li> <li>• <b>Interventions/Strategies – CP, SB, TBI – Due – Discussion</b></li> </ul>
5/3 (4)	<ul style="list-style-type: none"> <li>• Instructional Intervention Presentations</li> <li>• <b>Self-Reflection Paper – Due (two copies) – Discussion</b></li> <li>• Review for FINAL COMPREHENSIVE EXAMINATION</li> </ul>
5/5 (3)	<ul style="list-style-type: none"> <li>• Instructional Intervention Presentations in class</li> </ul>
5/10 (2)	<ul style="list-style-type: none"> <li>• Instructional Development in class Activity</li> </ul>
5/12 (1)	<ul style="list-style-type: none"> <li>• <b>LAST CLASS</b></li> <li>• Complete Course Evaluation</li> <li>• Review for FINAL COMPREHENSIVE EXAMINATION</li> <li>• <b>Graphic Organizer Copies – Due – Informal Presentation</b></li> </ul>
5/18	<p><b>FINAL COMPREHENSIVE EXAMINATION</b> Tuesday, May 18, 10:00-11:50 a.m.</p>

## SPED 400/600 Information Sheet

Name: \_\_\_\_\_

Phone #: \_\_\_\_\_

Cell Phone #: \_\_\_\_\_

Email Address: \_\_\_\_\_

What experiences have you had with individuals with disabilities?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What are your career goals?

- \_\_\_\_\_
- \_\_\_\_\_

What do you hope to gain from this class?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Is there a particular area of exceptionality that most interests you?

- \_\_\_\_\_