

SPED 400/600 Inclusive Practices for Secondary Educators
Fall 2009



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*****Class: Room 220 Monday and Room 202 Wednesday*****

Course description: Surveys characteristics of diverse learners with a focus on students with high incidence disabilities and at-risk concerns. Course provides knowledge and practice regarding the elementary/middle school educator's role related to special education processes, professional collaboration and curricular adaptation.

Required text: Gargiulo, Richard M. (2009) Special education in contemporary society *An Introduction to Exceptionality*(3rd ed). Los Angeles, CA: Sage Publications, Inc.

Note: Classes are also open to being flexible. We may have some collaborative exercises with other special education courses and students. SPED 400 should be an interactive and challenging course. You are expected to ask questions and question the questioner....not be a passive learner. It is my goal to break down the barriers to keep many of our students with disabilities out of the mainstream and marginalized by the communities they live in.

PLEASE have all electronic devices turned off during class; that includes your cell and texting, unless necessary for note-taking or as required due to disability.

Course Objectives	WTS	Assignment Artifact
1. Demonstrate knowledge of characteristics of students with disabilities as defined by state law (subchapter IV, Chapter 115) and federal (IDEA – 97) law.	2	Final Exam Class Presentation Quiz
2. Demonstrate knowledge of the referral systems, the IEP team responsibilities and procedures, and individual education plan process.	2, 8, 10	Final Exam
3. Gain knowledge of educational techniques and strategies that can be used in the secondary school to facilitate the successful inclusion of students with exceptional education needs in the general education/classroom setting.	3, 4, 8, 9	Class lecture Group projects
4. Apply knowledge of educational techniques and strategies to create instructional modification and accommodation to foster successful inclusion for students with exceptional education needs in the general education classroom setting.	3, 4, 8, 9	AMA Class Project
5. Demonstrate knowledge of various alternatives for providing the least restrictive environment for youth with exceptional needs.	2, 3	Teaming Meetings
6. Gain knowledge and understanding leading to an accepting and understanding attitude towards the role of general educators in fostering inclusive practices, and towards the inclusion of students with exceptional education needs in the general school/classroom setting.	10	AMA, Guest Speakers, Video Presentations Lecture, Group work

Course requirements:

Evaluation Components	Points
Attendance & Participation	30
Projects 1 @ 30 pts or	30
Accommodation/Modification/Intervention Strategies	
Self-Reflection	30
Class presentation and study guide	30
Journal Articles 2 @ 10 pts ea. (Article Summary Form)	20
Video Responses 3 or 4 at 5pts ea.	20
Quizzes	50
Final exam	90
Total Points	* 280/300 +/-

***Note: Graduate students should meet with me to discuss additional components to these course requirements. Class requirements and point totals may vary.**

Grade distribution: Based on 300 Points

Undergraduate Grading	Graduate Grading
300 - 282 = A	300 - 276 = A
281 - 276 = A-	275 - 249 = B
275 - 267 = B+	248 - 219 = C
266 - 255 = B	218 - 200 = D
254 - 249 = B-	
248 - 240 = C+	
239 - 225 = C	
224 - 219 = C-	
218 - 200 = D	

Attendance and participation policy:

Each student is expected to attend every class, be on time and be prepared for the class topic. Attendance will be taken at every class. Unexcused absences will result in a lower point value for this component. You will also be expected to make a significant contribution to the class discussion.

Academic conduct:

Students are expected to act both ethically and professionally in this course. Academic misconduct will be dealt with seriously and could have negative repercussions on your continuation in the program.

Late penalty

Due dates for assignments are expected to be honored. There will be a **10%** deduction for each day an assignment is past due. In the event that due dates have to be adjusted, the instructor will announce this in class. Individual circumstances may be taken into consideration for special situations. This will be at the discretion of the instructor.

Special Needs

Students requiring accommodations for specific learning needs should process their requests through the Services to Students with Disabilities office (OL 2136) prior to arranging these accommodations with the instructor.

Tentative Course Outline

Instructor reserves the right to change this outline throughout the semester

Class dates	Topics	Assignments/Readings
9/2	Course Introduction/Review of Syllabus Group assignments Defining Special Education Brain Mapping powerpoint/quiz	<i>Reflection re: video Read Chapter 1</i>
9/9	Planning and Providing Special Education Services The Inclusion Debate Inclusion video	<i>Reflection on Inclusion Read Chapter 2</i>
9/14	Finish <i>Including Samuel</i> Spend time with comments re: quiz from 1 st day What are Special Education services? Who do we serve? The IEP	<i>Chapter 1 1 pg reflection re: video</i>
9/16	Historical Perspectives – Kennedy Video/Willowbrook Court Cases that affect you as teachers Levels of Services/LRE/IDEIA	<i>Chapter 2 Reflection Due</i>
9/21	Early Childhood/Beginning elementary focus Role of general education teacher and young children with/w/o disabilities	Dr. David Franks Guest Speaker
9/23	Continuation – B/3-9 yr.old	Dr. David Franks Guest Speaker

9/28	Cultural and Linguistic Diversity/Exceptionality	<i>Chapter 3</i>
9/30	<i>Parents, Parents and More parents</i> <i>Some tips for teachers</i>	<i>Chapter 4</i>
10/5	Intro to Cognitive Disabilities Background information/criteria	<i>Chapter 5</i> <i>Video</i>
10/7	Continue w/ Cognitive Disabilities Ex: Modification of lesson for students with mild/mod CD Guest Speaker re: Center for Independent Living Handout re: MOD/ACCOM/INTERVENTIONS	<i>Chapter 5</i> <i>Bring</i> <i>Handout to</i> <i>class</i>
10/12	<i>Introduction to Learning Disabilities</i> <i>RtI introduction</i>	<i>Chapter 6</i> <i>Video</i>
10/14	Continue w/ Learning Disabilities Graphic Organizers, Test Modifications and Accommodations, Alternative teaching materials.	<i>Chapter 6</i>
10/19	<i>Attention Deficit w/wo hyperactivity, coexistence with LD</i>	<i>Chapter 7</i>
10/21	Introduction to Emotional/Behavioral Disabilities/Disorders	<i>Chapter 8</i> <i>Video</i>
10/26	<i>Continue with EBD</i> Behavior management/Behavior Intervention Plans/parents/teacher collaboration/group work	<i>Chapter 8</i>
10/28	Designing Individual Education programs with the general education teacher in mind/Role of Gen Ed teacher at IEP meetings. Decision Making Protocol – How it is used.	DPI Website
11/2	Importance of Paraprofessional/Support Staff In the General and Special Education Classroom	Video
11/4	Introduction to Autism Spectrum Disorders	
11/9	Continue with ASD	Quiz - Autism
11/11	Individuals with Speech/Language Impairments/Disabilities Role of CSD/Speech and Language professionals	<i>Chapter 10</i> Guest Speaker
11/16	Individuals with/Hearing and Vision Impairments/Disabilities	<i>Chapter</i> <i>11/12</i>
11/18	Continuation – Hearing and Vision	<i>Chapter</i> <i>11/12</i>
11/23	Other Health Impairments/ 504 Accommodations/	<i>Chapter 13</i>
11/25	Traumatic Brain Injury, Students with multiple disabilities	<i>Chapter 13</i>
11/30	Physical and Neurological Disabilities (Spina Bifida, Cerebral Palsy) Coordinating Services	Video
12/2	Seizure Related Disabilities	Quiz 10-13

12/7	Transition elementary school to middle and on to high school	Video
12/9	Last Class – Wrap-up	Video
12/18	Final!	

**Decision-making Protocol for Accommodations and Modifications
Level System 1-5**

1. Can the student with disabilities participate in the same activity using the same materials as the typically developing students are?
2. Can the student with disabilities participate in the same activity using the same materials as the typically developing students are but with extra instructional steps inserted?
3. Can the student with disabilities participate in the same activity but with different materials that are easier to use?
4. Does the student with disabilities require a different, but related activity using different materials?
5. Does the student with disabilities require a completely different activity that is not related to the topic?

Note: Questions 1 & 2 are accommodations because the standards for the course are not being altered. Questions 4 & 5 are program modifications where the standards for the course are being altered. Question 3 could be considered either an accommodation or a modification depending on the circumstances.

Group names: _____ Disability area: _____
 _____ Specific Topic: _____

**Grading Sheet for Class Presentation on a Specific Disability Area
 SPED 400**

You have been assigned a disability area to present with your group. You will need to create a study guide and provide enough copies for the class. You will also need to provide a 10 minute presentation to the class. Your textbook will be an excellent resource for this assignment, but you should extend your research into other references as well that includes a professional journal article.

Criteria	Points possible	Points earned
Content: 1. Includes required components <ul style="list-style-type: none"> • Definition, characteristics, prevalence • <u><i>Educational approaches from which students will benefit</i></u> • Identification and assessment • Placement alternatives • Current issues and future trends • Information provided is accurate and relevant 	12	
Style: <ul style="list-style-type: none"> • Presentation held attention of audience • Visuals were easy to read and understand • Presenters were well-prepared • Students seem excited/interested in subject 	8	
Study Guide: <ul style="list-style-type: none"> • Focuses on key concepts • Enhances readers' understanding of the text • Distributed to the class on time • Collected and evaluated—results reported to instructor • Annotated bibliography for class (resource guide) 	10	
TOTAL	30	

Professional journal and article used:

Comments:

Wisconsin Teaching Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of the *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 the 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 the uses of *formal and informal assessment* strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupils.
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 seek 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.