

SPEC ED 352/552: Children and Youth with Disabilities in General Education



Spring 2007
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A. Course Description

This course is designed to provide a rigorous overview of current best practice in academic and behavioral methods for maintaining students with disabilities in general education settings. Particular emphasis is placed on high incidence disabilities such as learning disabilities, behavior disorders, cognitive disabilities, and language and speech disorders.

B. Course Objectives

The student will be able to

- 1. describe the historical context and perspective within which the needs of students with disabilities are met by public schools**
- 2. demonstrate understanding of definitions, prevalence, major characteristics of children and youth with various high incidence disabilities**
- 3. demonstrate understanding of definitions, prevalence, major characteristics of children and youth with various low incidence disabilities**
- 4. explain the process used to identify children and youth with disabilities**
- 5. explain strategies of adapting and accommodating instruction in inclusive settings**

6. explain strategies to facilitate smooth transition from early childhood to school and from secondary school to work settings
7. describe how to apply collaboration and partnership strategies to serve the needs of children and youth with disabilities

C. Textbook:

1. Required: Hardman, M. L., Drew, C. J., & Egan, M. W. (2005). *Human Exceptionality: School, Community, and Family*. (8th ed.), Allyn & Bacon.

D. Evaluation Methodology

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|----|---------|-----|
| 1. | Test 1 | 25% |
| 2. | Test 2 | 25% |
| 3. | Test 3 | 25% |
| 4. | Project | 25% |

<u>Grade</u>	<u>Percentage Total</u>
A	92% +
AB	84-91%
B	78-83%
BC	72-77%
C	66-71%
CD	60-65% (Not applicable for 552 students)
D	55-59% (Not applicable for 552 students)
F	54% and below (65% and below for 552 students)

E. Course Outline: (Chapters are from the Hardman Text)

I. Course overview

- II. History of special education** Chs. 1, 2
Role of legislation and court cases, including IDEA & NCLB
- III. Inclusion & Collaboration** Ch. 3
Video: Sean's Story (Turning Point, ABC)
- IV. Specific Learning Disabilities (SLD)** Ch. 7
Video: Frustration, Anxiety, Tension (FAT) City Workshop
Learning Disabilities and Social Skills (PBS)

Test 1

- V. Adapting and accommodating instruction in inclusive setting**
Video: In Classrooms
- VI. Cognitive Disabilities (Mental Retardation)** Ch. 10
Video: Snapshots
- VII. Emotional/Behavioral Disorders (EBD), ADD/ADHD** Chs. 8, 9
Videos: Aggression Replacement Training -- Skillstreaming
When You Can't Pay Attention (ABC News 20/20)

Test 2, Original lesson plan due for those who choose to do an accommodation project

- VIII. Autism** Ch. 13
Video: Less Than A Miracle (CBS 60 Minutes) & Growing up with Autism
- IX. Physical Disabilities, TBI, and Other Health Impairments (OHI)** Chs. 14, 17
Video: Snapshots
- X. Sensory (HI & VI) and Speech/Language impairments (S/L)** Chs. 11, 15, 16
Video: Snapshots
- XI. Closing the Achievement Gap (DVD)**

Human Relation Projects are due.

- XII. Giftedness and Talented (G/T)** Ch. 18
Video: Prodigy and Possibilities

Accommodation projects are due. Test 3

F. Course Requirements

- **Class attendance is required.** Absences without excuses raise a serious concern about your professionalism and commitment to teaching our children and youth. Up to 3 percentage points of your final grade may be deducted for excessive absences. By the same token, perfect attendance and active participation can result in awarding of a bonus of up to 3 percentage points of your final grade. **No other extra credits are allowed for this course.**
- You can use Desire to Learn (D2L) program to gain access to all of the Powerpoint programs used by the instructor in classes. The D2L program also provides ongoing student grades and any class-related announcements. **It is your responsibility to check the D2L announcement regularly.**
- The three tests consist of multiple choice and true-false items. A few items are from the Practice Test on http://wps.ablongman.com/ab_hardman_humanexcep_8

- **If you are not a special education or dual major, and are required to fulfill and have not already fulfilled the Wisconsin DPI Human Relation codes for teacher licensure** (Please read attached Human Relation Requirements and Forms), your required project for this course is:
 - **15-hour Human Relation Experience:** which involves your own efforts and initiative to arrange observation and interaction in a school or community agency **with individuals with disabilities** that fit the spirit and intent of this requirement. Your paper needs to include a log of this experience broken down by the 15 hours and activities and a two-page reflection paper about how the Human Relation experience relates to the contents of this course and your preparation to be a future teacher. All of the paperwork related to this Human Relation requirement is expected to be included in your PEP Admission II portfolio. **Otherwise, your required project is:**
 - **Accommodation of a lesson plan for two students with LD, CD, or EBD:** which involves modification of a selected curriculum lesson plan with clear indication of its appropriate grade level, instructional purpose, and setting. A two-page paper needs to accompany this accommodation to provide discussion of principles and strategies applied (e.g. advance organizer, story map) and other relevant information.

The following rubric will be used to evaluate your human relation project:

Criteria	Max. pts.	Points
A. Human Relation Log (Provide specific, explicit and detailed description of your observation and interactions)		
1. arrangement of an appropriate site	3	
2. display professionally appropriate behaviors as supported by the verification letter from teacher/administrator	3	
3. document experience in a log by hours and type of experience	4	
B. Quality of the two-page type-written reflection paper accompanying the log and/or verification letter, including quality of writing		
1. How did your experience impact your understanding, awareness and appreciation for working with individuals with disabilities?	5	
2. How will you use this experience in the future to plan effective instruction for all students?	5	
3. Discuss your future needs and goals in this area for your professional development plan	5	
Quality of writing	5	
Total points	30	

The following rubric will be used to evaluate your accommodation project:

Criteria	Max. pts.	Points
A. Accommodations within the lesson plan (Provide specific, explicit and detailed description of supports for content and activities (e.g. scaffolding, summary, advance organizer, graphic map)		
1. appropriate original lesson plan turned in on time	3	
2. specific & detailed description of supports, including social interactions, clearly identified within or attached to the original lesson plan	7	
3. alternatives or supplemental aids included (e.g. graphic, advanced organizer etc.)	5	
B. Quality of the two-page type-written reflection paper accompanying the accommodated lesson plan		
1. How has the accommodation achieved the goal of teaching to the students' strength?	2	
2. How has the accommodation facilitated student engagement or meaningful participation in the general education curriculum?	2	
3. What barriers (e.g. physical, perceptual, cognitive, or social-emotional barriers) to learning have been removed?	2	
4. With accommodation, does the curriculum continue to challenge students?	2	
5. To what extent has the principles of universal design been addressed?	2	
Quality of writing	5	
Total points	30	

TAB TEN Human Relations Requirement

What are the objectives (or intent) of the Human Relations requirement?

The broader goal of this requirement is to contribute to the mission of the College of Education and Human Services in preparing educators who are caring intellectuals. Given this mission, consider the following criteria for selecting meaningful Human Relations experiences. The experience will:

1. contribute to an understanding of historically marginalized diverse groups;
2. improve the ability to analyze critically stereotypes, preconceptions, and prejudices directed at these groups;
3. enhance the ability to promote effective and empathetic social interaction; and
4. contribute to an understanding of the educator's role as a change agent (a person committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life).

Note: In addition to completing the Human Relations Requirement, students considering admission into the Professional Education Program in the College of Education and Human Services are encouraged to engage in self-initiated hours of working with children and youth and/or teaching, supervising, and training others. As part of the Admission I Portfolio, you will be required to address these experiences in your personal letter and will be asked questions about these experiences during your interview.

The Human Relations Requirement consists of two separate and unique experiences. One experience will contribute to your understanding of diversity and one experience will contribute to your understanding of individuals with disabilities. The requirements for each of these experiences are described below.

1. Diversity Requirement

- A minimum of 25* documented clock hours of direct involvement with members of historically marginalized racial, cultural, language, and economic groups who are different from self.
- In a large group situation, at least 20% must be members of diverse groups.
- **Regular Education and Dual Majors**, will complete this requirement during the semester that you take "Individual, School & Society", Elem/Sec 201. **Transfer students** who have already taken this class will complete this experience as a self-initiated experience. **Regular Education majors** will submit evidence of completion, as described on the back of this sheet, in your Admission I Portfolio in Tab Ten. **Dual Education majors** will submit evidence of completion, as described on the back of this sheet, in your Admission II Portfolio.
- **Special Education majors**, including **Transfer students**, will complete this requirement as a self-initiated experience. Evidence of completion, as described on the back of this sheet, will be submitted in your Admission II Portfolio.

***Note: The number of hours will be adjusted for students enrolled in Individual, School & Society (Elem/Sec 201).**

What types of experiences will fulfill this requirement?

- Placement sites suggested in the Field Experience Placement Binder in N/E 113.
- Opportunities offered in the course Individual, School, and Society.
- Self-initiated experiences that fit the spirit and intent of the requirement. If you have questions about whether your experiences qualify, please contact Suzanne Fondrie (fondrie@uwosh.edu)

Examples of inappropriate experiences:

- Babysitting for an ethnic infant (Fewer insights can be gained from a non-verbal child.)

- Working with a newly adopted Russian child (Child is being assimilated into your cultural group.)

Note: Please provide your supervisor with a self-addressed stamped envelope, if they prefer to return the completed verification form to you by mail.

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2. Individuals With Disabilities Requirement

- A minimum of 25* documented clock hours* of direct involvement with individuals who are physically, emotionally, or cognitively disabled.
- In a large group situation, at least 20% must be individuals with disabilities.
- **Regular Education majors**, including **Transfer Students**, will complete this requirement as a self-initiated experience **or** during the Fall 2005 semester **if** you are enrolled in Section 005 of Spec Ed 352, "Children and Youth with Disabilities in General Education" (test-pilot group). **Evidence of completion, as described below, will be submitted in your Admission II Portfolio.**
- **Special Education and Dual majors**, including **Transfer Students**, will complete this requirement through your Sophomore Practicum Experience. **Evidence of completion, as described below, will be submitted in your Admission I Portfolio.**

***Note: the number of hours will be adjusted for students enrolled in Sec. 005 of Children and Youth with Disabilities in General Education (Spec Ed 352).**

What types of experiences will fulfill this Requirement?

- Placement sites suggested in the Field Experience Placement Binder in N/E 113.
- Opportunities offered in Spec Ed 352, Child/Youth with Disabilities in General Education.
- Self-initiated experiences that fit the spirit and intent of the requirement. If you have questions about whether your experiences qualify, please contact Suzanne Fondrie (fondrie@uwosh.edu)

Examples of inappropriate individuals with disabilities experiences:

- Tutoring a disabled family member (Time spent with any family members will not be applicable.)

Note: Please provide your supervisor with a self-addressed stamped envelope, if they prefer to return the completed verification form to you by mail.

Submission of Evidence of Completion

Verification of your experiences working with both ethnically diverse populations and individuals with disabilities **must** include:

1. Human Relations Report form
2. Signed Supervisor Verification Form
3. Written Reflection on the Experience

Directions for Written Reflection

Following completion of each of the two experiences, you must write a **1-2 page** reflection paper. Completion of your first experience and written reflection should be included with your Admission I Portfolio. Consider these aspects of the "Educator as a Caring Intellectual" as you reflect on your experiences:

- a. How did your experience impact your understanding, awareness and appreciation for cultural and ethnic diversity within groups; OR, how did your experience impact your understanding, awareness and appreciation for working with individuals with disabilities?
- b. How will you use this experience in the future to plan effective instruction for all students?
- c. Discuss your future needs and goals in this area for your professional development plan.

Graduate Students – The Human Relations Report Form, Verification Form and Reflection Paper are submitted when the total 50-hour commitment has been met. Please give to Nancy Mugerauer in the Field Experience Office, N/E 113. This must be accomplished prior to student teaching.

_____ Low Income
_____ Disabled

Ethnic Diversity Requirement - # of hours completed: _____

Working with Individuals with Disabilities - # of hours completed: _____

**University of Wisconsin Oshkosh
College of Education and Human Services
Human Relations**

Supervisor Verification Form

Thank you for working with our students to help them fulfill their Human Relations Requirement. We believe that this is a critical piece of their teacher preparation and it could not be done without your support. It is our hope that this experience will:

1. contribute to an understanding of historically marginalized diverse groups;
2. improve the ability to analyze critically stereotypes, preconceptions, and prejudices directed at these groups;
3. enhance the ability to promote effective and empathetic social interaction; and
4. contribute to an understanding of the educator's role as a change agent (a person committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life).

Any additional support provided to the student in fulfilling these expectations is greatly appreciated.

Please complete this form when the student has completed their experience, adding any additional comments you see fit. Thank you again for your support in preparing future teachers to meet the needs of today's classroom.

SENSITIVITY/COMPETENCY:

Did the student fulfill the agreed-upon commitment satisfactorily? _____

Was the student accepting of cross-cultural/disabled persons? (circle one) _____

Extent to which student was accepted by cross-cultural/disabled learners (circle one): 1 2 3 4
5

(low)

(high)

Your prediction of future success of student in working independently with cross-cultural/disabled learners (circle one):

1 2 3 4

5

(low)

(high)

COMMENTS (student growth, effectiveness, accomplishments):

Supervisor's Signature: _____ Date: _____