

Teaching Students with Disabilities in General Education Special Education 352/552

Clow 213

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Goals of the Course

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.

Relationship of this course to the Council for Exceptional Children (CEC) Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers and the College of Education and Human Services (COEHS) Conceptual Model for the Preparation of Educators:

This course addresses the following CEC competencies and COEHS model components (identified in parenthesis):

2.3, 2.6 Students will develop an understanding of the learning characteristics and support needs of individuals with severe disabilities.

2.3 Students will develop plans based on research-based methods to meet the needs of individuals with severe disabilities.

4 Instructional Content and Practice (Skillful Practitioner)

4.3, 4.4, 4.7, 4.9, 4.10, 4.11 Students will develop instructional programs based in best practice for students with severe disabilities.

5 Planning and Managing the Teaching and Learning Environment (Skillful Practitioner)

5.2, 5.5, 5.6, 5.7, 5.8, 5.10 Students will design an inclusive learning environment that encourages active participation by students with severe disabilities.

Students will use strategies and techniques to develop self advocacy, independence, full participation, and functional skills in individuals with severe disabilities.

6 Managing Student Behavior and Social Interaction Skills (Skillful Practitioner)

6.2, 6.4, 6.8 Students will use applied behavior analysis, positive behavioral supports, and a variety of instructional supports to integrate social and communicative skills into the educational program of individuals with severe disabilities.

7 Communication and Collaborative Partnerships (Skillful Practitioner, Change Agent)

7.4 Students will develop skills used to identify and collaborate with related service professionals, and community resources for meeting the needs of children with severe disabilities and their families.

This course directly relates to the PI 34.02 Teacher Standards

Standard #3 – Understand that children learn differently – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #6 – Communicates well – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Required Reading Material

Required readings for this course are comprised of the following materials:

Peterson, J. M. & Hittie, M. M. (2003). *Inclusive teaching: Creating effective schools for all learners*.

Class Schedule & Reading Assignments

Reading should be completed prior to class on the assigned date. This will allow us to have more in-depth discussions about the topics instead of lectures based on the readings.

Course Requirements

The assignments and exam for the course are described below. Due dates for each also are listed. Assignments are due at the beginning of class on the given date. Students should expect points to be taken off for late assignments.

Projects

A note about the use of course projects in your student performance portfolio:

You should consider including the projects you complete in this course into your student performance portfolio. These portfolio evaluations will allow you an opportunity to formally reflect on your professional development and identify competencies in need of further development. The assignments for this course have been designed to assist you in meeting WI Educator Standards 3 and 6. **Attach the portfolio scoring rubric to each project you submit to your instructors.** The assignments will be graded using these rubrics AND instructors' usual grading system.

Meeting the Needs of Diverse Learners: Lesson Planning for All

This project is a class requirement and will also be added to your portfolio as evidence of WI Educator Standards 3 and 6.

To successfully include students with disabilities in the general education classroom engaging in general education curricular activities with typically developing peers, it is necessary to plan for their participation. This project is intended to develop your skills related to implementing Universal Design as you facilitate learning for all students. More information about Universal Design can be found at:

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction§ion=main&subsection=udl/main>

While some of you may have had methods classes and/or are already proficient at lesson plans, I wanted to provide some information about what is required in your lesson plans. Your lesson plan must include a goal, objectives, materials, lesson description, procedure, student assessment, and teacher self-evaluation.

For a more detailed description and examples of writing lesson plans try this site:

<http://www.eduref.org/Virtual/Lessons/Guide.shtml>

The three main concepts in Universal Design for (Learning) Instruction involve communicating curriculum in ways that are accessible to all students (i.e., representation), motivating students to be engaged in curricular activities (i.e., engagement), and providing multiple opportunities for students to demonstrate their knowledge (i.e., expression). Using the information from the websites and the information provided in class, complete the following steps:

1. Determine the grade level and subject area for your lesson
2. Determine the relevant grade level standards and extended grade band standards addressed in your lesson.

Wisconsin Model Academic Standards are found at:

<http://dpi.wi.gov/standards/elaintro.html> This site displays the English Language Arts Standard. Review the left hand menu to select a different content area.

The Extended Grade Band Standard (reading, math and science) can be found at:

<http://dpi.wi.gov/sped/assmt-extstd.html>

3. Use the lesson plan format provided to describe your lesson
4. Include two strategies each to specifically provide representation, engagement, and expression for students who are labeled as having Learning Disabilities, Cognitive Disabilities, and Emotional Disabilities (you will have eighteen strategies in all when you have completed this step).

Math accommodations

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec8/Math%20Overview.htm>

Reading accommodations

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec6/Reading%20Overview.htm>

Modifications to address attention problems

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec11/Attention%20Overview.htm>

Modifications for expressive and receptive language issues

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec10/RecExLang%20Overview.htm>

Modifications for memory deficits

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec13/Memory%20Overview.htm>

Modifications for reasoning skills

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec9/Reasoning%20Overview.htm>

Study skills modifications

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec12/Org%20&%20Study%20Overview.htm>

Modifications regarding interpersonal and social skills

<http://www.aelweb.vcu.edu/publications/LDGuide/Sec14/Personal%20&%20Interpersonal%20Overview.htm>

Modifications to address specific behaviors

<http://www.childdevelopmentinfo.com/learning/teacher.shtml#Suggested%20Classroom%20Accommodations%20for%20Specific%20Behaviors>

Human Relations Reflection Paper

This project is a class requirement and will also be added to your portfolio as evidence of WI Educator Standards 3 and 6.

In a 2-3 page paper, describe the setting and student population with which you worked. Examine a situation that exemplifies your ability to communicate with students using instructional or assistive technology. Specifically describe these adaptations in relation to each student with special needs. Describe accommodations that you used to enhance expressive and/or receptive language to increase academic participation of your students. Explain situations in which you were able to motivate and engage a variety of learners.

Graduate Project

Graduate students must complete a written project in addition to the undergraduate requirements of this course. Write a 8-10 page research paper regarding a specific pedagogical technique supportive of inclusive educational practice for students with disabilities. This page limit does not include references or the cover page. To demonstrate a significant level of topical involvement and growth in professional writing this assignment contains multiple parts. Each part of the project must be turned in to the instructors on the date stated on the syllabus or grade deductions will occur. Additionally, all previously reviewed parts of the project (with instructor comments) must be included with the final draft.

1. Write one sentence describing your topic and attach a reference page with at least ten sources that directly relate to your topical area. This sentence should act as an introductory topic sentence. A first sentence should be explanatory and passionate. Be as specific as possible. DO NOT begin the sentence my paper is about...
2. Write your 8-10 page paper. When you turn in your final draft, turn in step #1 with the comments included.
3. Prepare a 10-15 minute presentation with a 1-2 page handout on your topic for all students in the class.

A note about references: Although you may need to cite your course textbook this does not count as a separate external reference. External sources may contain website information but should not be limited to such. Peer-refereed journal publications should be included as the **majority** of your sources. All of your references should be less than ten years old. Information from class lecture and discussion does not need to be cited.

For assistance with your writing please see the following sources.

- For most APA style questions <http://www.apastyle.org/>
- Examples of citation for electronic sources <http://www.apastyle.org/electref.html>

- Discussion of the use of person-first, appropriate language
<http://www.apastyle.org/electref.html>

Undergraduate Grading Scale

A	=	95% of all points or higher
A/B	=	90 - 94%
B	=	85 - 89%
B/C	=	80 - 84%
C	=	75 - 79%
C/D	=	70 - 74%
D	=	65 - 69%
F	=	65% of all points or lower

Graduate Grade Scale

A	=	95% of all points or higher
A/B	=	90 - 94%
B	=	85 - 89%
B/C	=	80 - 84%
C	=	75 - 79%
F	=	74% of all points or lower

Professional Student Behavior

The instructional method for the class is interactive. Participation is emphasized and desired. Individual response, partnering, small and large group instruction are frequent expectations of the class. Student participation is reflected in promptness, attention to the topic being discussed, listening to fellow students, providing and initiating appropriate discussion, giving solid effort on all projects, submitting projects and assignments when due, showing respect and courtesy to fellow students and the instructors, and acting in a manner reflective of an adult student and professional educator.

To maintain a harmonious learning environment please respect the following requests:

- < Arrive at class on time.
- < Be courteous and aware of the balance in classroom conversations. One person talks while others listen. All students should have equal opportunity to participate in class.
- < Turn cell phones and similar electronic communication devices off or to non-audio alert mode. Do not talk on cell phones in class.
- < Return from break on time.
- < Each student is responsible for cleaning up his/her own refuse.

Disruptive behavior will not be tolerated. Inappropriate classroom behavior will result in the student being asked to leave for the remainder of the class period.

Cheating is not acceptable. Any students found to be cheating will receive an F for the course.

UWO Academic Integrity Policy:

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of source, and for respect of others' academic endeavors." (UWS 14.01, Wisconsin Administrative Code)

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students on the UW Oshkosh campus have been suspended from the University for academic misconduct.

Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The system guidelines and local procedures are printed in the *University of Wisconsin Oshkosh Student Discipline Code 2000-01*. Specific questions regarding the provisions in Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

In addition, all material turned in for this course must be original. You may NOT re-use papers or projects from other sections of this course, from other courses you have completed, or other courses you are currently completing. This class is a specific event in your learning process. To learn, you must engage in the material and complete the work. Thus, work from other experiences is not acceptable.

Class Absence/Tardiness Policy:

You are important to the learning environment. Please be present and active in the course. Attendance is required and expected. Please be certain to attend and participate in all classes. Failure to do so will result in both a loss of course content and a grade penalty. Student tardiness is disruptive to the learning environment.

UWO Accommodations for Individuals with Disabilities

“The University of Wisconsin Oshkosh is committed to providing reasonable accommodations for students with disabilities. Please contact Disability Services [Dean of Students Office 125 Dempsey Hall 424-3100 (voice) 424-1319 (TTY)] for the University’s accommodation request form and documentation requirements. Information related to an individual’s accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a ‘need to know’ basis.”

If you need alternative/additional instructional structure for this class due to specific individual learning needs, please talk to me and we can work together.

Portfolio Item Scoring Rubric

Please attach a copy of this scoring rubric to each of your assignments.

Standard	0	1	2
Standard #3 – Understand that children learn differently – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	The teacher candidate has yet to demonstrate an adequate understanding of the need for varied approaches to learning and identification of appropriate accommodations.	The teacher candidate demonstrates an understanding of the need for varied approaches to learning and determines appropriate accommodations for students with a variety of learning needs.	The teacher candidate creates and implements multi-level lessons that provide growth opportunities for <i>all</i> students.
Standard #6 – Communicates well – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	The teacher candidate has not yet demonstrated a variety of appropriate written and oral communication skills when teaching children or youth.	The teacher candidate demonstrates a variety of appropriate written and oral communication skills when teaching children or youth.	The teacher candidate effectively demonstrates a variety of appropriate written and oral communication skills as well AS the use of technology and other media when teaching children or youth.

Human Relations Requirement
Wisconsin Educator Standard – Teachers #3
Teachers understand that children learn differently

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 your admission to COEHS, you will be asked to discuss your work with children or youth.

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 15 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 may submit verification of a minimum of 15 documented clock hours as part of their class or will complete a minimum of 25 hours as a self-initiated experience. **Regular Education majors** will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Initial Portfolio**. **Dual Education majors** will include the completed Human Relations and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**.
- **Special Education majors**, including **Transfer students**, will complete this requirement as a self-initiated experience. You will include the completed Human Relations and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**.

Note: Regular Education and Dual (Regular Ed and Special Ed) majors will complete these hours 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.

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.

2. Individuals With Disabilities Requirement

- A minimum of 15 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 during the semester that you take Spec Ed 352, "Children and Youth with Disabilities in General Education". **Regular Education majors** will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**
- **Special Education and Dual majors**, will complete this requirement through your Sophomore Practicum Experience. You will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Initial Portfolio**.

Note: Documented hours will be completed in 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.

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. Completion of a minimum of 15 documented clock hours
- _____2. Human Relations Report Form
- _____3. Signed Supervisor Verification Form

Graduate Students ONLY – Students who are in a graduate program must complete 25 hours working with a historically marginalized diverse population and 25 hours working with disabled learners. The Human Relations Report Form and Verification Form are submitted when the total 50-hour commitment has been met. Please return completed forms to Nancy Mugerauer in the Field Experience Office, N/E 113. These hours must be completed prior to student teaching.

**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.

Rarely

SENSITIVITY/COMPETENCY:
Never

Usually

Occasionally

Or

1. Student demonstrated professional behavior
i.e. Punctual, ethical, cooperative

2. Student was accepting of historically
marginalized diverse or disabled learners.

3. Student was sensitive in communications with
or about historically marginalized diverse or
disabled learners.

4. Student was accepted by historically
marginalized diverse or disabled learners.

Your prediction of future success of student in working with historically marginalized diverse/disabled learners (Please circle one): 1 2 3 4 5
Low High

COMMENTS (student growth, effectiveness, accomplishments):

Working with Historically Marginalized Diverse Groups: # of hours completed: _____

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

Supervisor's Signature: _____ Date:
