EDSE 509
Strategies for Students with Exceptionalities

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A. COURSE DESCRIPTION
This course will focus on ways to educate all students effectively in inclusive classrooms at the secondary level. There will be an emphasis on assisting secondary education majors in the development of a holistic approach to appropriate teaching strategies for students with exceptionalities and their typical peers. The course also includes an overview of the special education process, models of inclusive education, and the characteristics and transitional needs of secondary exceptional learners. Attention will be given to culturally and linguistically different exceptional learners and the importance of working with families.

B. PREREQUISITES
- None

C. REQUIRED TEXT/READINGS
- Various articles or web pages as assigned.

D. SUGGESTED READINGS
- Listed on Blackboard

E. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE
The faculty members of the School of Special Education believe:
- Students with exceptionalities are part of a larger community of diverse learners;
- All students can learn when provided with effective instruction, advocacy, and supports;
- Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
F. PROFESSIONAL STANDARDS MET

Colorado Department of Education (CDE) and UNC Standards
[CDE Standards: 3, 4, 5, 6, 7, 8; UNC Standards 9, 10]

G. GOALS AND OBJECTIVES OF THE COURSE

To prepare teachers in the following areas:
1. legislation and litigation which mandates special education,
2. the array of services in special education with particular emphasis on inclusive education,
3. the general educator’s role in the special education process,
4. the diverse needs of exceptional students including students who have cultural and linguistic differences,
5. models of service delivery, peer assistance, and collaboration and consultation,
6. differentiated instruction and the principles of universal design,
7. Response to Intervention (RtI) and progress monitoring in the classroom,
8. effective practices for transitioning students to adulthood, including student self-determination, and involvement in school and community,
9. curricular and instructional accommodations in academic coursework that can be used with adolescents and adults in school and community settings,
10. tools by which to work more effectively with families,
11. brain-based learning and effective strategies to use in the classroom,
12. literacy strategies for use in content areas, and
13. the development of comprehensive, standards-based lesson plans.

H. CONTENT OF THE COURSE

1. Practices in special education
   • Foundations of inclusive practices
   • Responsibilities of the general educators
   • Historical foundations
   • Legal policies and procedures
   • Categorical disability identification versus unique educational characteristics
• Transition program development

2. Adaptation and modification
• Classroom environment creation
• Social-based and affective facilitation
• Self-management interventions
• Differentiate instruction
• Testing

3. Collaborative efforts
• Family member involvement
• Other general educators and administrators
• Special education and other specialized personnel
• Paraeducators and support personnel
• Student-driven involvement

I. COURSE REQUIREMENTS

1. Participation
You cannot make up for participation assignments that are late. You both do it and turn it in on time, or you do not earn points.

2. Lesson Plan Adaptation

Identify and use a general education lesson plan you select from those provided or one you have already. Using the Johns textbook and the 9-grid adaptation, you will adapt and design for three students with special education disabilities in your classroom: one student with low-incidence disability, two students with high-incidence disabilities. You will include 5 adaptations for each student according to the typical characteristics found for their disability as outlined in the chapters by Friend and Bursuck (2015).

You will demonstrate your ability to adapt in the following areas for each student:
   a) One actual material adaptation,
   b) one behavioral adaptation,
   c) one environmental or movement adaptation,
   d) one vocabulary or student response adaptation, and
   e) one lesson evaluation and testing adaptation (for the lesson that includes a way to measure student progress on this specific task as well as specific lesson).

Of the 5 adaptations you use, only 2 may have overlap between students (for instance, all three students may use the same evaluation adaptation for your lesson and the same environmental adaptation or a combination of such. Bob and Mary may use the same evaluation adaptation, Bob and Bill may use the same movement adaptation, Bill and Mary may use the same student response adaptation, and/or vocabulary all 3 students may use the same worksheet adaptation, however, each student still needs three separate individualized adaptations during the lesson.
Once a Bear Always a Bear!

REQUIRED in one package submitted to the link designated on BB. You will lose points if it is not submitted as one package. In paragraph format, identify each of the 3 students (make up a name, or call them Student 1 or Student A, etc.), describe the unique educational needs that need to be addressed, and how the adaptations and modifications you made will meet their needs. Include a copy of the original material you would present to typical grade level students (i.e., worksheet) and then a copy of how it would look as an adapted material. You will include references for why you know your adaptation is research-based (the Johns text, citations from the Friend and Bursuck chapters).

Include the following on the lesson plan format provided: 1) your lesson plan components in the teacher guide column, 2) the grade level of students, 3) exact content area, standard alignment, 4) the lesson title, 5) the materials needed list, 6) resources that will be used, and 7) the student guide column completed with identification of the 3 students by first name or designation such as Student A or Student 1 and their specific adaptation.

3. Adaptation Collection of Best Practices

In this Power point project, you will examine issues in educating students with exceptional needs and you will develop resources and strategies to assist you in educating all your students to their abilities. You are to gather practical and usable resources that you can directly use in the future. These resources may include ideas from your text, class discussions, speakers, materials from schools and internet resources. However, this collection may NOT contain more than two internet resources. The point is to have a variety of resources and actual examples that will enable you to have a STARTING POINT to adapt and/or modify your content area to meet the various needs of learners. You must include an APA-formatted reference list of the resources you use.

YOU ARE NOT WRITING FULL LESSON PLANS, JUST INCLUDING MATERIALS AND OTHER ADJUSTMENTS YOU WILL USE IN ADAPTED LESSON PLANS.

For this project you will list at least 3 typical characteristics of each category below of exceptional learners listed below and include 3 different adaptations from any other category for each category to your content area materials that you might use in the classroom to assist each student who would show these characteristics:

a) Students with learning disabilities
b) Students with emotional/behavioral disorders
c) Students with intellectual disabilities (mild and moderate)
d) Students with other health impairments or physical disabilities
e) Students identified as gifted and talented
f) Students on Section 504 plans, not qualifying for special education
Think of RtI interventions that may be used as the student goes through the 3 tiers of interventions; what would they look like for each type of learner? What are some observations you may have as you go along in this course? Weekly participation assignments may be used in this collection.

4. **Favorite Adaptation Presentation**

You will record yourself presenting your one favorite adaptation from the course or from the Johns textbook. It can be from the collection of best practices assignment completed above. You will record your presentation and post it on Blackboard. This presentation will be a PowerPoint describing and showing your adaptation and how it will be used. All students are encouraged to attend as many presentations as possible, but you must watch and respond to at least two (see Assignment #5 below).

5. **“I Watched and I Commented” Assignment**

You will watch at least two presentations by your colleagues about their favorite adaptation (assignment #4). After watching you will go to the designated discussion board on BB and comment on each presentation as far as clarity of the adaptation presented, explanation of why it was being used in a content area, and how you could use this adaptation too.

J. **GRADING CRITERIA:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Participation (points distributed throughout the semester)</td>
<td>75</td>
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<tr>
<td>2. Lesson Plan Adaptation with written descriptive component</td>
<td>100</td>
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<td>3. Adaptation Collection of Best Practices</td>
<td>40</td>
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<tr>
<td>4. PowerPoint presentation of 1 favorite best practice adaptation—10 minute presentation</td>
<td>20</td>
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<td>5. Two presentations from Assignment #4 watched to and commented on the Blackboard discussion board (5 points each X 2 = 10)</td>
<td>10</td>
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<td><strong>TOTAL</strong></td>
<td><strong>245</strong></td>
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The following are the guidelines for determining final grades:

**Grading Percentage Scale**
Once a Bear Always a Bear!

### Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>less than 60</td>
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</tbody>
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### K. ACCOMMODATIONS STATEMENT

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

### L. INCLUSIVITY STATEMENT

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).

### M. UNC Policy on Incompletes

An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete...
all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

N. UNC Policy on Plagiarism
Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition).

Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

O. UNC Policy on Originality of Products
You are encouraged to build on your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. Projects from other classes are not to be duplicated, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. In other words, you are expected to do original work for each project and assignment that you complete in this class.