EDSE 430
Exceptional Student in the Elementary Classroom (2 credit hours)

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Course Description:
This course is designed to provide licensure candidates with information about students with disabilities, and other unique needs. This will include current research and practices related to issues in the field of special education Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS). This course will help students identify and adapt instruction for students with a wide range of disabilities and differences.

Goals for the Course:
At the end of this course, it is hoped that the prospective teacher will be more comfortable and capable of working with students with unique needs in the general education classroom. This course emphasizes information about differentiation and special education that will assist the general education teacher.

Course Objectives:
The learner will be able to:
1. Identify reasons inclusion has become an important part of school reform and be able to describe components of the major models (e.g., MTSS, RTI, PBIS).
2. Discuss the various ways general education teachers can be involved in the steps for the decision to refer a student suspected of having a disability.
3. Describe responsibility of general education teachers to participate as part of the identification and teaching team for students with exceptionalities.
4. Use the terminology in the field of special education both semantically and politically correct.
5. Be able to identify the typical characteristics of students identified within the federal special education categories.
6. Demonstrate how adaptations to curricular materials align with characteristics of students with exceptionalities.
7. Demonstrate use of teaching strategies useful for students with exceptionalities.
8. Describe ways to help the student with special needs integrate into class activities both academically and socially.

Course Content:
Content will be delivered through lesson plan development, lecture, discussion, text readings, fast-action role-playing, simulations, product analyses, videos, demonstration/practice, and case studies.

1. Practices in special education
   - Foundations of inclusive practices
   - Responsibilities of the general educators
   - Major models of inclusion
   - Understand jargon and language used in special education settings/meetings
   - Categorical disability identification versus unique educational characteristics
2. Adaptation and modification
   - Classroom environment creation
   - Material Adaptation
   - Social-based and affective facilitation
   - Self-management interventions
   - Differentiate instruction

3. Collaborative efforts
   - General educators and administrators’ responsibility for program implementation
   - Working with special education and support personnel
   - Share teaching strategies used in general education with support personnel
   - Collaborate with team members to make general education curriculum accessible

**Required text for the course:**

**Course requirements/Major Assignments:** Late work will automatically lose 3 points each class period it is past due. No late work will be accepted after 5 working days.

**ALL ASSIGNMENTS HAVE GRADING RUBRICS – PLEASE USE THEM**

1. **Participation Points** -- Read required readings, be prepared, and participate in each class activity and task.
   Class participation is a vital part of this course- there are no assignments that will allow you to make up participation points -- either you are in class or you are not- but I appreciate the professional courtesy of being informed if you will not be here. Other assignments relevant to text topics, discussions and lectures – This can include both in-class and out-of-class assignments. All written assignments will be reviewed as if they are going to be in a school newsletter and seen by parents. Therefore, spelling, punctuation, syntax, grammar and organization will count. = **170 points as designated in class**

2. **Tri-fold Bulletin Board Adaptation Presentation for colleagues.** You may have up to 3 students in a group. = **45 points DUE DATE:**
   You will create an actual bulletin board that depicts a material in a content area that you will teach. Material means an assignment, not a lesson—I do not want a lesson plan as your material. The ONE material will be depicted in its original format and then in the adapted format with rationale and explanation on the bulletin board. It will include:
   1) clear explanation of disability characteristics,
   2) the rationale for the adaptation,
   3) alignment with standards,
   4) how it satisfies the 9-grid adaptation chart, and
   5) References for where you got these ideas and materials.
   This presentation will be self-explanatory. You must use the size of the entire board – you will buy a tri-fold as your bulletin board.

3. **Adaptation Demonstration = 45 points DUE DATE:**
   You will present your one adaptation from the Johns textbook. For this project you will demonstrate how to use an adaptation from the John’s textbook. You will provide:
1) clear explanation and graphic depictions of the disability characteristics you are adapting for,
2) the rationale for the adaptation,
3) alignment with RTI tiers and state content standards,
4) how it satisfies the 9-grid adaptation chart
5) references for where you got these ideas and materials.

4. 3 quizzes across the semester  = 30 points DUE DATE: varies across the semester

The quizzes are over the textbook readings and lectures given in class. They will be multi-choice, matching, short answer, and fill-in the blanks. You may take a quiz early if necessary or after the date with a doctor’s note.

5. Final Exam
The final examination is comprehensive and covers the textbook readings, lectures and activities completed in class.  = 50 points  SCHEDULED:

Grading Criteria: Final grades will be assigned using the following scale:

Expanded Grading Percentage Scale
A  =  93-100%
A- =  90-92%
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 =   less than 60%

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 as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. Academic Honesty
Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at http://www.unco.edu/dos/docs/StudentHandbook.pdf. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

The Generalist faculty have also implemented the following policies with respect to originality of products:
Policy on Originality of Products: You are encouraged to build upon 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. But projects from other classes are not to be duplicated and turned in to fulfill this course’s requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In
other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic “F” on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. 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.

N. Liability Statement pertaining to field experiences:
UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.