EDSE 509
Strategies for Students with Exceptionalities

Dr. Francie Murry (francie.murry@unco.edu)
Phone: (970) 351-1656 office
Fax: (970) 351-1610
McKee Hall 33

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. PREREQUISITIES
None

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE
The faculty 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.

D. PROFESSIONAL STANDARDS MET

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

E. GOALS AND OBJECTIVES OF THE COURSE
To prepare teachers in the following areas:
1. history, legislation and litigation which mandates special education (IDEA2004),
2. the use of Person First language including history, law, and rationale,
3. the array of services in special education with particular emphasis on inclusive education,
4. knowing who the students are who may not qualify for special education services who are included in the exceptionality arena (e.g., Gifted/Talented, ADHD),
5. the general educator’s role in the special education process (referral and delivery),
6. other laws and legislation that impact delivery in the general education classroom for students with special needs (e.g., Section 504, FERPA, HIPPA),
7. the diverse needs of exceptional students including students who have cultural and linguistic differences,
8. models of service delivery, peer assistance, and collaboration and consultation between special and
general educators,
9. differentiated instruction and the principles of universal design,
10. Response to Intervention (RtI) and MTSS and the general educators’ role,
11. curricular and instructional accommodations in academic coursework that can be used with adolescents
in school and community settings,
12. tools by which to work more effectively with families,
   13. effective strategies to use in the classroom for academic and behavior
support,
   14. the development of comprehensive, standards-based lesson plans
including adaptations, modifications, and accommodations for students
with exceptionalities.

F. CONTENT OF THE COURSE
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 programs of exceptionalities
   • 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
   • Adaptations for academic and
behavior needs
   • 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

F. COURSE REQUIREMENTS—Use Grading rubrics

1. Participation
You cannot make up for participation assignments. You either do it on time or 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 from previous work. 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, one student with high-incidence disabilities (these are from the federal categories of special education), and one student with high-potential, ADHD, or Section 504 qualifications.

You will include 5 adaptations for each student according to the typical characteristics found for their disability as outlined in the class information and/or 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 (this is a task/activity/lecture/worksheet/assignment),

b) one behavioral adaptation,

c) one environmental or movement adaptation,

d) one vocabulary or student response adaptation, and

e) one lesson evaluation/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.

**REQUIRED in one package submitted to the link designated on BB.** In paragraph format describe the types of unique educational needs (characteristics of the student with disabilities) being addressed through the adaptations and modifications you made. During this description it will be completed with identification of the 3 students by their first name or designation such as Student A or Student 1 and their specific adaptation. 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. If this material adaptation is an activity or task you must provide graphics or pictures to show the original and the changes. You will include references for why you know your adaptation is research-based (e.g., citations should be from course provided, the Johns’ text, 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 a majority of internet resources (No More than Two). You may also include those you used for Lesson Plan Adaptation assignment. 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 a formatted reference list of the resources you use.

**YOU ARE NOT INCLUDING FULL LESSON PLANS, JUST MATERIALS YOU WILL USE IN LESSON PLANS THAT CAN BE ADAPTED.**

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 present 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 present and record your presentation in the Collaborate classroom on Blackboard. You must have speakers and a microphone on the computer you use. This presentation will be a power point describing and showing your adaptation and how it will be used. You will schedule 10 minutes for your presentation and send a class invitation from Blackboard at least 24 hours before you present. All students are encouraged to attend as many presentations as possible. The presentation is formal, must have a Blackboard invitation sent as directed, and will be recorded as scheduled, or you will not receive credit.

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

You will go to the Collaborate room and listen to at least two present or recorded presentations by your colleagues about their favorite adaptation. After listening you will go to the designated discussion board on BB and comment on their presentation as far as clarity of adaptation presented and explanation of use in the identified content area.

**H. GRADING CRITERIA:**

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<tr>
<th>1. Participation (points distributed throughout the course)</th>
<th>75 points</th>
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<td>2. Lesson Plan adaptation with written descriptive component</td>
<td>100 points</td>
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<td>3. Adaptation collection of best practices</td>
<td>40 points</td>
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<td>4. Power point presentation of 1 favorite best practice adaptation on Collaborate room—10 minute presentation</td>
<td>20 points</td>
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<td>5. 2 Presentations listened to and commented on the Discussion board</td>
<td>10 points</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:

**Expanded Grading 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

**I. REQUIRED READINGS**


**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. 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](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](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.