EDSE 430
Exceptional Student in the Elementary Classroom
(2 credit hours)
Fall, 2016

August 22nd – December 9, 2016, Wednesdays
10:00 a.m. – 12:15 p.m.

Instructor: Mary Anne Fleury
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Phone: 720-351-6303
Office Hours: Scheduled prior to, or after class

Email Policy:

I will check my email Monday through Friday each day before 5pm, and will respond to your email within 24 business hours.

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 including Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) which are combined to form a Multi-Tiered System of Supports (MTSS). This course will help students identify and adapt instruction for students with a wide range of disabilities and learning 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 as he or she works with diverse groups of elementary students who have unique learning needs.

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 (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 the 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 an understanding of the differences between accommodations, modifications, and interventions, and how to implement these effectively in the general education classroom.
8. Demonstrate the use of teaching strategies useful for students with exceptionalities.
9. Describe ways to help the student with special needs integrate into class activities both academically and socially.
10. Become familiar with the state’s MTSS Problem Solving Process for students who are not responding to typical instruction.

Course Content:
Content will be delivered using 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 texts for the course:


Course requirements/Major Assignments:

NOTE: Late work will automatically lose 3 points each day it is past due. No late work will be accepted after 5 working days.

1. Participation Points: 10 points per class x 15 classes = 150 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**. All assignments related to text topics, discussions and lectures, which will include both in-class and out-of-class assignments, will be reviewed as if they are going to be in a school newsletter and seen by parents, so remember: spelling, punctuation, syntax, grammar and organization are always important and will be included as a grading factor.

2. **Tri-fold Bulletin Board Adaptation Presentation for colleagues. You may have up to 3 students in a group. = 50 points DUE DATE: TBD**

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 clear explanation of disability characteristics, the rationale for the adaptation, and alignment with standards, universal design components, and references. 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 = 50 points  DUE DATE: TBD**

For this project you will demonstrate how to use an adaptation from the John’s textbook. You will provide clear explanation and graphic depictions of the disability characteristics you are adapting for, the rationale for the adaptation, alignment with RTI (MTSS) tiers and state content standards, how it satisfies the 9-grid adaptation chart and references. This presentation will be presented to the entire class.

3. **3 quizzes across the semester = 30 points DUE DATE: TBD**

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.

4. **Final Exam = 50 points  SCHEDULED FOR: TBD**

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

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<td>D+</td>
<td>67-69%</td>
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<tr>
<td>F</td>
<td>less than 60%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B</td>
<td>83-86%</td>
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<td>C</td>
<td>73-76%</td>
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<td>D</td>
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<td>C-</td>
<td>70-72%</td>
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<td>D-</td>
<td>60-62%</td>
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If you are in doubt about your writing ability, or if you just want to become a better writer, please check the services at the University Writing Center. The center provides **free and confidential tutoring assistance** for all writing from English 122 essays to doctoral dissertations.
**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.

**UW grade**

A UW grade means you never attended nor actively participated in the course.

**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 and turned in to fulfill other course requirements, 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.

**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.

**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.

**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. 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)).

**Liability Statement pertaining to field experiences**
UNC purchases insurance that provides liability coverage to teacher candidates (subject to 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.

Personality 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.