

**Education 351:**  
**Educating Students with Special or Other Needs in the General Education Environment**  
**3 credits**

University of Wisconsin-Stevens Point  
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Lecture: Section 1: Mondays/Wednesdays 9:30am-10:45am, SCI A208  
Section 3: Mondays/Wednesdays 12:30pm-1:45pm, CPS 228

Prerequisite: Admission to Professional Education Program

- I. **Purpose and Description of Course:** This course is designed to prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities will be examined and explored. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Programs (IEPs), will be covered. Finally, student reading and classroom activities will focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. Successful completion of this course will require a **10 hour practicum** in an inclusive classroom. This course will provide exposure to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness.
- II. **Required Textbook:** Gargiulo, R. (2018). *Special education in contemporary society: An introduction to exceptionality*. (6th ed.). Los Angeles, CA: SAGE Publications.

### III. Wisconsin Administrative Code/PI 34

PI 34.15 Conceptual Framework: All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:

- (g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.
- (h) Modifying the regular education curriculum when instructing pupils with disabilities.

### IV. InTASC Model Core Teaching Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- *Essential Knowledge*
  - 1d. The teacher understand how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
  - 1e. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
  - 1g. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction, relevant, accessible, and challenging.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- *Essential Knowledge*
  - 2g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
  - 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
  - 2i. The teacher knows about second language acquisition processes and knows to incorporate instructional strategies and resources to support language acquisition.
  - 2j. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.
- *Critical Dispositions*
  - 2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.

- 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- *Performances*
  - 3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
  - 3e. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
  - 3f. The teacher communicates verbally and nonverbally in way that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- *Essential Knowledge*
  - 3l. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- *Critical Dispositions*
  - 3o. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
  - 3r. The teacher is a thoughtful and responsive listener and observer.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- *Essential Knowledge*
  - 6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- *Essential Knowledge*
  - 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
  - 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

- 7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7m. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialist, community organizations).
- *Critical Dispositions*
  - 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
  - 7q. The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- *Performances*
  - 8a. The teacher uses appropriate strategies and resources to adapt instruction to the need of individuals and groups of learners.
- *Essential Knowledge*
  - 8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
  - 8l. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
  - 8m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self expression, and build relationships.
- *Critical Dispositions*
  - 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
  - 8q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- *Performance*
  - 9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

- *Essential Knowledge*
  - 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- *Critical Dispositions*
  - 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
  - 9n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
  - 9o. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- *Essential Knowledge*
  - 10l. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
  - 10m. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
  - 10n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
  - 10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- *Critical Dispositions*
  - 10p. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
  - 10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
  - 10s. The teacher takes responsibility for contributing to and advancing the profession.
  - 10t. The teacher embraces the challenge of continuous improvement and change.

## V. Content Guidelines

### A. Content Guidelines for Teachers of Students with Learning Disabilities

*The teacher of students with learning disabilities will demonstrate knowledge of and skill in:*

- The contributions of theories, philosophies and classic studies in the fields of medicine, psychology, and education to current knowledge, legislation, and practice in general and special education specific to individuals with learning disabilities.
- The critical analysis of current issues, trends, theories, and practices in light of research and evidence.
- Major federal and state legislation, regulations, policies and related issues including due process rights and responsibilities of teachers, parents, students, and others related to evaluation, eligibility, program planning and placement of students with disabilities.
- Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.
- Learning disabilities as a lifelong disability that may affect cognitive information processing, physical, social, emotional, and vocational as well as academic performance.
- The similarities and differences that exist between and among individuals with and without disabilities across the developmental spectrum and in different learning situations.
- Methods for arranging, modifying and designing learning environments and instruction that promotes and enhances success for students with learning disabilities in general education curriculum and settings including: The establishment of effective classroom routines, pace of instruction, scheduling and transitions between periods of instruction, size of groupings seating and appropriate noise level; Strategies for facilitating the application and generalization of skills across settings; Directing and guiding paraprofessionals, volunteers, and peer tutors.
- A commitment of professionalism and ethical practice including: Awareness and sensitivity to culture, religion, gender, sexual orientation, disability and level of technical knowledge among students, family and colleagues; Maintenance of a sense of professional efficacy by developing high expectations for lifespan potential of individuals with disabilities.; Accountability for meeting student's unique needs, supporting students and their families and maintaining a high level of professional knowledge, competence and integrity in the practice of their profession; Professional conduct that protects the confidentiality of students and their families.

### B. Content Guidelines for Teachers of Students with Emotional Disturbance/Emotional Behavioral Disability

*The teacher of students with emotional disturbance/emotional behavioral disability (ED/EBD) will demonstrate knowledge of and skill in:*

- The philosophical, historical, and legal foundations of special education – ED/EBD including: Atypical development with the context of typical child and adolescent

- development; Current educational terminology and definitions of students with ED/EBD including identification criteria and labeling controversies; Differing perceptions of deviance, including mental health, legal-corrections, social welfare and education systems, as they apply to students with ED/EBD; A variety of theoretical approaches as they apply to students with ED/EBD; Current trends and issues in the field of ED/EBD; Legal provisions related to the juvenile justice systems; Concept of least intensive or intrusive behavior management techniques.
- The assessment, identification and evaluation of ED/EBD learners including: Specialized educational terminology used in ED/EBD as well as terminology commonly used in other systems (e.g., DSM-IV). Assessment of social skills, academics, emotional & behavioral functioning, and transitional needs. Functional behavioral assessment/applied behavioral analysis. Interviewing skills, especially related to documentation of behavioral concerns. Observation and data collection especially related to documentation of behavioral concerns. Evaluation of IEP progress, especially in the areas of behavior and social skills. Evaluation of program effectiveness, especially in non-academic areas.
  - Planning and managing the teaching and learning environment for ED/EBD learners including: Model programs that have been effective for students with ED/EBD; Issues and techniques related to inclusion of students with ED/EBD in regular education environments; Transition issues for students with ED/EBD: into and out of alternative environments (e.g. hospitals, correctional facilities, other segregated placements); from activity to activity; between educational levels (e.g., elementary to middle, middle to high school, high school to post-secondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self advocacy.; Interpersonal and group dynamics (including active listening).
  - Managing student behavior and teaching social interaction skills – ED/EBD including: A continuum of specific management techniques/interventions for students with ED/EBD (including cooperative learning, peer tutoring, life space interviewing, identifying and teaching replacement behaviors, etc.). Interventions for non-dangerous problem behaviors. Individual and group contingency management strategies. A continuum of placement alternatives. Critical variables of behavior (e.g. topography, magnitude, locus, latency, frequency, duration). Problem solving and conflict resolution. Various approaches/theories of behavior management. Crisis management. Physical intervention strategies that are both effective and safe for students and staff. Behavior intervention plans. Prevention of inappropriate behavior. Environmental/contextual issues. Power struggles. Affective education and self-control issues. Generalization to other settings. Interpersonal and group dynamics (including active listening).

### C. Content Guidelines for Teachers of Students with Intellectual Disabilities

*The teacher of students with intellectual disabilities (ID) teacher shall demonstrate knowledge of and skill in:*

- The definition, classification etiology, prevalence, characteristics, culture and social factors, and medical implications of students with ID who may or may not have concomitant physical, behavioral, or sensory disabilities.
- Significant historical trends, current issues, and the effect of state and federal laws, regulations and litigation on students with ID.
- The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with ID.
- Assessment, diagnosis and evaluation of students with ID including: Student evaluation that includes observations, background information, learning styles, interviews, case studies and anecdotal records. Informal and formal measurements of adaptive skills including selection, administration, interpretation, reporting, and application of assessment data. Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures with students with ID. Adapting and modifying existing assessment tools/methods to accommodate the unique abilities and needs of students including ecological inventories, portfolio assessments, functional assessments and future-based assessments. Decisions about the participation of students with ID in state, district, and other general education assessments and modification of assessment tools or development of an alternate assessment process to meet the specific needs of the student.
- A variety of curriculum models used in multiple settings with students with ID.
- Curricula and methods including: Motor development including sensory motor integration. Use of appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion. Communication including alternative and augmentative methods of communication and assistive technology. Social development including human sexuality, self-advocacy, family and personal relationships. Academic development including functional skills. Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and leisure activities. Transition skills including career awareness, work-related skills and attitudes, job exploration, job-training skills, work experience and community based instruction.
- Managing student behavior including: Various classroom management techniques and effective teaching practices that assist students with ID to develop and maintain appropriate social behavior, social interaction and conflict resolution skills. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student. Functional behavioral assessment and intervention planning using behavior analysis principles. Behavioral principles including positive reinforcement, negative reinforcement, and ignoring, and how the application of these principles affect student behavior and motivation. Applicable



- laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.
- A commitment to professionalism and ethical practices including: Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities. Accountability for meeting student's unique needs and maintaining a high level of competence and integrity in the practice of their profession. Professional conduct that protects the confidentiality of students and their families.

#### D. Content Guidelines for Cross Categorical Special Education

*The teacher Cross-Categorical Special Education teacher shall demonstrate knowledge of and skill in:*

- Philosophical, historical and legal foundations of special education including: The historical perspectives, legislative and litigative history, models, theories, and philosophies that form the basis for special education practice; The current legislation, regulations, policies, litigation, and ethical issues related to the provision of special education services (e.g., procedural safeguards, continuum of services, least restrictive environment, assessment, discipline, supplemental services and supports, related services, assistive technology, specialized health care); Current educational terminology and definitions relevant to students with disabilities who would benefit from an individualized general curriculum; The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and school; The issues and trends related to all areas of special education including early childhood special education and the provision of adult services (e.g., family-centered, community-based settings and services, interagency collaboration); The issues related to definitions and identification procedures for students with disabilities including those from culturally and linguistically diverse background; The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.
- The characteristics of learners including: The emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of the disability areas; The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities; The similarities and differences among the emotional/behavioral, physical, sensory, communication, learning, social functioning, and lifelong planning needs of students with disabilities and their peers without disabilities and among the various impairments of students with disabilities; The similarities and differences between all categories of disability, the levels of severity and implications for instruction; The effects that various impairments have on the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of

- students with disabilities; The effects of medications on motional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.
- Assessment, diagnosis and evaluation including: The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials; The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities; The appropriate application and interpretation of standardized tests (e.g., age/grade scores, standard scores, percentile ranks, stanines); The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews); A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
  - Instructional content and practice including: Curriculum materials and systematic instructional methods for assisting students in developing appropriate communication, affective and social skills including self awareness, self advocacy, self determination skills and career, and vocational and life skills needed for post school independence; The selection and development of remedial, adaptive and compensatory content, materials, resources and strategies appropriate to student needs in various learning environments; Generalization and maintenance of skills across learning environments; Cultural perspectives regarding effective instruction for students with disabilities; Evaluation of the effectiveness of instruction and making responsive adjustments to strategies based on frequent observation; The development and revision of appropriate Individualized Education Programs (IEP).
  - Planning and managing the teaching and learning environment including: Research-based theories, methods and strategies on basic classroom management; Characteristics of environments (e.g., materials, equipment, spatial arrangements) that facilitate development, learning and interaction between and among students; Evaluation, planning and management of procedures that match the learner needs with the instructional environment; Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities; Designing, structuring and managing daily routines; Preparing and implementing appropriate lesson plans; The principles of physical and health management; Instructional programs that enhance a student's social participation in family, school and community activities.
  - Managing Student Behavior and Social Skills/Interactions including: Problem solving and conflict resolution; classroom routines and rules, and environmental modifications; generalization and maintenance of skills; crisis prevention/intervention; defining target behaviors; teaching replacement behaviors; identifying appropriate consequences on a continuum.
  - Social skills/interactions that include: Generalization and maintenance to other settings; Areas of education, daily living and transition (e.g., work place, post

- secondary); Integration into the curriculum; Self-awareness, self-control, and self-monitoring; Alternatives for nonverbal students
- Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment; Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services; The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services; Family systems and the role of families in supporting child development and educational progress; The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns; The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying, assessing and providing services.
  - Professional and ethical practices including: The importance of the teacher servicing as a role model and advocate for students; The Council for Exceptional Children (CEC) and other professional standards and codes of ethics; The rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.

## VI. Americans with Disabilities Act

- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
- If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.
- If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>

## VII. Special Notes

- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of resources for all students and instructors. UWSP provides resources about [academic](#), [behavioral](#), and [conduct](#) concerns.

## VIII. Academic Integrity

- As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the [UWSP "Student Academic Disciplinary Procedures," Chapter 14](#).
- UWSP Academic Honesty Policy & Procedures

### Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

## **IX. Religious Accommodations**

- Relief from any academic requirement due to religious beliefs will be accommodated according to the [UWSP Religious Beliefs Accommodations Policy](#).

## **X. Special Notes**

- Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.
- EdTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

## **XI. Late Work Policy:**

- Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within one week of the due date will be downgraded 10% from the earned grade. Assignments turned in after one week of the due date will earn zero points. Email me before an assignment is due if you need an extension on an assignment.

## **XII. Course Expectations:** All students should

- Complete the assigned readings before participating in the activities corresponding to the chapters.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Conduct yourself as a professional educator should conduct him/herself.
- Use “people first” language in all interactions.
- Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.

- Make an appointment to discuss questions regarding grades/other concerns with me privately.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- Credit Hour Expectations: UWSP standards mandate that this courses have a minimum requirement of 45 hours outside of class time for each one credit awarded.

### XIII. Assignments

The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the InTASC Model Core Teaching Standards at the “Introducing” level of this course content. **Please note that completion of the Practicum Hours Log/Evaluation Form is required to pass this course.**

1. Attendance: In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students will frequently be asked to discuss textbook and lecture material in small groups. Students’ final grade will be dropped in the event of excessive absences. For every fifth absence (“excused” or “unexcused”-I do not differentiate between the two), students’ final grade will be dropped one letter grade (for example, A- to B- for 5 absences; A- to C- for 10 absences). Accommodations can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave). If you will be missing class due to a UWSP-related event, before your absence you must request an alternative assignment you can complete and hand in or your absence will count as one of your four unpenalized ones .
2. Participation: Students will earn participation points for in-class activities. I will deduct points for cell phone use or inappropriate laptop/tablet use during class time. Communicate with me before class if there is a reason that you will need to have your cellphone visible during class. Accommodations allowing students to earn participation points during absences can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave).
3. Formative Assignments: Students will be required to complete an activity that corresponds to various course learning topics. **There are 15 formative assignments; you only need to choose 12 to complete.** If you complete more than 12 formative assignments I will count the 12 for which you earned the greatest number of points. You will not receive extra credit for turning in more than 12 formative assignments. Please do not turn the formative assignments in before we cover the content in class.
4. Book Project: Each student will read a book about an individual with disabilities and then use the book as the springboard for an assignment about inclusion. **Students must pick a book from the list provided.** There are fiction and nonfiction books from which to select.

5. Practicum Assignment: **Complete a 10-hour practicum in a general education classroom setting with children with exceptionalities (settings can include Physical Education, Spanish, Third Grade, English, etc classrooms; but not Special Education classrooms).** After completing your practicum, write the Practicum Reflection Paper.
  - a. You can utilize practicum sites that you arrange outside of Stevens Point. If you need to use a Stevens Point practicum placement you should attend one of the UWSP Education Practicum Fair sessions.
    - i. **The Practicum Fair will be held Thursday, January 31, 2019 from 4-7pm in CPS 229 and Friday, February 1, 2019 from 10am-2pm in CPS 229.**
    - ii. This is a level 1 practicum experience - Practicum I (up to 20 hours): The primary duty is to observe instructional program in progress. These observations may involve limited participation, such as preparing materials or tutoring students. Participation must be under the direct supervision of a host teacher, preferably in a classroom setting. Documentation of hours by the host teacher is required.
  - b. The intent of this practicum experience is for you to observe how the general education teacher adapts for and supports the students with special needs who are included in a general classroom setting.
  - c. Your assignment should include: Practicum Hours Log, Practicum Evaluation Form, Practicum Reflection Paper.
6. School of Education ePortfolio: Develop the appropriate sections of your School of Education ePortfolio (description, analysis, and reflection of a standard; credentials).
7. Midterm Exam (Chapters 1-8)
8. Online Final Exam (Chapters 9-15) during your schedule final exam time.

### **IX. Grading**

Assignment	Points Possible	Points Earned
Participation	84 (3 points each class x 26 face-to-face classes and 2 online classes. No participation points to be earned on exam days.)	
Midterm Exam (Chapters 1-8)	36	
Book Project	100	
Practicum Assignment	100 (Paper = 80 points Evaluation Form = 10 points Hours Log = 10 points)	
School of Education ePortfolio	20	
Formative Assignments	Choose 12 (out of 15) x 10 points each = 120 points	
Final Exam (Chapters 9-15)	44	

Total	504	
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100% -94% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+
	84%-86% = B	74%-76% = C	64%-66% = D
90%-93% = A-	80%-83% = B-	70%-73% = C-	63% & below = F

## X. Tentative Schedule

Date	Text Topic	Assignments Due
<b>January 23</b>	Welcome to Educ 351 1. Syllabus Review 2. Video Clips 3. Circle of Friends Activity 4. Special Education Jargon Pre-Test	<input type="checkbox"/> Do not need to bring book to class.
<b>January 27</b>		<input type="checkbox"/> Chapter 1 Formative Assignment due 11:59pm
<b>January 28</b>	Chapter 1 - Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives 1. R u Sayin' it Rt? 2. Matching Activity 3. 13 Disability Categories 4. Cooperative Teaching Videos 5. Universal Design for Learning	<input type="checkbox"/> Read Pages 3-12; 14-18; 22-29, & Figure 1.5 on page 30 <input type="checkbox"/> Some people bring books to class.
<b>January 30</b>	Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs 1. Jigsaw 2. Labels & Differences	<input type="checkbox"/> <b>Read and takes notes on your assigned topic:</b> <input type="checkbox"/> Group 1: Public Law 94-142 (p.45-48) <input type="checkbox"/> Group 2: Inter-and intra individual differences (p.55-56); Norm- and criterion-referenced assessments (p.58-61) <input type="checkbox"/> Group 3: Individuals



		<p>with Disabilities Education Act 2004 (p.50 &amp; internet)</p> <ul style="list-style-type: none"> <li>○ Group 4: Every Student Succeeds Act (p.51 &amp; internet)</li> <li>○ Group 5: Key Terms: mainstreaming, least restrictive environment, regular education initiative, full inclusion (p. 69-74), individualized education program (IEP), an individualized family service plan (IFSP) (p.62-67), and an individual transition plan (ITP) (p.34)</li> <li>○ Group 6: Section 504 of the Rehabilitation Act of 1973 (p.51-54)</li> <li>○ Group 7: Americans with Disabilities Act (p.54-55)</li> <li>○ Group 8: Referral process for the delivery of special education services (p.56-61)</li> </ul> <p><input type="checkbox"/> Everyone bring books to class.</p>
<b>February 3</b>		<input type="checkbox"/> Chapter 2 Formative Assignment due 11:59pm
<b>February 4</b>	Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Pages 45, 56-61</li> <li><input type="checkbox"/> Do not need to bring book to class.</li> </ul>

	<ol style="list-style-type: none"> <li>1. PL 94-142 Review</li> <li>2. Special Education Referral Process</li> <li>3. IEP Meeting Role Play</li> <li>4. Willowbrook Video</li> </ol>	
<b>February 6</b>	<p>Chapter 3 - Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality</p> <ol style="list-style-type: none"> <li>1. Cultural and Linguistic Diversity Quiz</li> <li>2. Cultural Taboos</li> <li>3. Our Micro Cultures</li> <li>4. WISEdash</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Pages 89-101</li> <li><input type="checkbox"/> Some people bring books to class.</li> </ul>
<b>February 10</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 3 Formative Assignment due 11:59pm</li> </ul>
<b>February 11</b>	<p>Chapter 4 - Foundations of Special Education: Parents, Families, and Exceptionality</p> <ol style="list-style-type: none"> <li>1. Changing Families Activity</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Pages 111-table on 115</li> <li><input type="checkbox"/> Everyone bring books to class.</li> </ul>
<b>February 13</b>	<p>Chapter 5 – Foundations of Special Education: Assistive Technology</p> <ol style="list-style-type: none"> <li>1. Assistive Technology Exploration</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Pages 135-141, 150-153</li> <li><input type="checkbox"/> Bring a laptop or tablet to class if you can.</li> </ul>
<b>February 17</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 4 Formative Assignment due 11:59pm</li> </ul>
<b>February 18</b>	<p>Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability</p> <ol style="list-style-type: none"> <li>1. Speed Questioning</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Pages 159-193; 202-203</li> <li><input type="checkbox"/> All people bring books to class.</li> </ul>
<b>February 20</b>	<p>Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Review ID</li> <li>3. Accommodations vs. Modifications</li> <li>4. Coat Flip</li> <li>5. Task Analysis</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some people bring books to class.</li> </ul>

	6. Case Study 7. E60 Video	
<b>February 24</b>		<input type="checkbox"/> Chapter 5 Formative Assignment due 11:59pm
<b>February 25</b>	Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities 1. Marsden Giberter 2. Jigsaw 3. Partner Discussion 4. Believe It or Not 5. Look at Book Project Books	<input type="checkbox"/> Read the pages associated with your assigned number: <ul style="list-style-type: none"> <li><input type="checkbox"/> Group 1: Pages 209-211; 211-215</li> <li><input type="checkbox"/> Group 2: Pages 209-211; 215-217</li> <li><input type="checkbox"/> Group 3: Pages 209-211; 218-220</li> <li><input type="checkbox"/> Group 4: Pages 209-211; 220-226</li> <li><input type="checkbox"/> Group 5: Pages 209-211; 227-230</li> <li><input type="checkbox"/> Group 6: Pages 209-211; 232-237</li> <li><input type="checkbox"/> Group 7: Pages 209-211; 237-245</li> <li><input type="checkbox"/> Group 8: Pages 209-211; 245-247</li> </ul> <input type="checkbox"/> Everyone bring books to class.
<b>February 27</b>	Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities 1. LD Investigation 2. WI RtI vs. IDEA RtI Jigsaw 3. Case Study	<input type="checkbox"/> Pages 227-230 <input type="checkbox"/> Some people bring books to class. <input type="checkbox"/> Bring a laptop or tablet to class if you can.
<b>March 3</b>		<input type="checkbox"/> Chapter 6 Formative Assignment due 11:59pm
<b>March 4</b>	Chapter 8, Part 1 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder 1. KWLS Chart	<input type="checkbox"/> Read Pages 253-265 <input type="checkbox"/> Some people bring books to class. <input type="checkbox"/> Bring a paper or electronic copy of a lesson plan you

	2. True/False Quiz 3. Mini-Case Studies	would teach in your dream job. (can be a copy from the internet)
<b>March 6</b>	Midterm Review <input type="checkbox"/> Draw A Person <input type="checkbox"/> Midterm Study Guide	<input type="checkbox"/> All people bring books to class.
<b>March 10</b>		<input type="checkbox"/> Chapter 7 Formative Assignment due 11:59pm <input type="checkbox"/> Study for Midterm
<b>March 11</b>	Chapter 8, Part 2 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder 1. KWLS Chart 2. Multimodal Intervention/Case Study	<input type="checkbox"/> Read Pages 267 (start with Functional Behavioral Assessment) - 280 <input type="checkbox"/> Some people bring books to class.
<b>March 13</b>	Midterm (Chapters 1-8)	<input type="checkbox"/> Do not need to bring books to class.
<b>March 17</b>		<input type="checkbox"/> Chapter 8 Formative Assignment due 11:59pm
<b>Spring Break</b>		
<b>March 24</b>		
<b>March 25</b>	<b>No In-Person Class</b> <i>How Difficult Can This Be?</i> Online Class (Relates to all course content, specifically Chapter 7: Individuals with Learning Disabilities). The directions can be found on Canvas.	<input type="checkbox"/> <i>How Difficult Can This Be? Online Class due 11:59pm</i>
<b>March 27</b>	Chapter 9, Part 1 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders 1. Activity 2. Case Study Discussion 3. Book Project Assignment Review	<input type="checkbox"/> Read Pages 285-314 <input type="checkbox"/> Everyone bring books to class.
<b>March 31</b>		<input type="checkbox"/> Chapter 9 Formative Assignment due 11:59pm
<b>April 1</b>	Chapter 9, Part 2 - A Study of Individuals With Special Needs: Individuals With Emotional or	<input type="checkbox"/> Read Pages 301-321 <input type="checkbox"/> Do not need to bring books to class.

	Behavioral Disorders 1. Kahoot.It 2. Case Studies	
<b>April 3</b>	Chapter 10, Part 1 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD) 1. Videos 2. Social Stories 3. Job List	<input type="checkbox"/> Read Chapter 10 Pages 327-342 <input type="checkbox"/> Do not need to bring books to class
<b>April 7</b>		<input type="checkbox"/> Chapter 10 Formative Assignment due 11:59pm
<b>April 8</b>	Chapter 10, Part 2 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD) 1. Videos 2. Autism Simulation 3. Book Project Small Group Discussion	<input type="checkbox"/> Read Pages 342-358 <input type="checkbox"/> Some people bring books to class.
<b>April 10</b>	Chapter 11 - A Study of Individuals With Special Needs: Individuals With Speech and Language Impairments 1. 5 Corners 2. AAC Videos 3. Partner-Assisted Scanning 4. T/F Quiz	<input type="checkbox"/> Read Pages 361-386 <input type="checkbox"/> Some people bring books to class.
<b>April 14</b>		<input type="checkbox"/> Chapter 11 Formative Assignment due 11:59pm
<b>April 15</b>	Chapter 12 - A Study of Individuals With Special Needs: Individuals With Hearing Impairments 1. Co-Create Presentation	<input type="checkbox"/> Read your assigned parts of Chapter 12: 1. Definitions and Concepts in the Field of Hearing Impairment 2. A Brief History of Hearing Impairment; Prevalence of Hearing Impairment; Etiology of Hearing Impairment

		<ul style="list-style-type: none"> <li>3. Characteristics of Individuals with Hearing Impairments; Assessment of Individuals with Hearing Impairments; Educational Considerations</li> <li>4. Services for Young Children with Hearing Impairments; Transition and Individuals with Hearing Impairments; Services for Adults with Hearing Impairments; Family Issues</li> <li>5. Issues of Diversity; Technology and Individuals with Hearing Impairments; Trends, Issues, and Controversies</li> <li>6. Strategies for Effective Teaching and Learning <ul style="list-style-type: none"> <li><input type="checkbox"/> Everyone bring books to class.</li> <li><input type="checkbox"/> Bring earbuds/headphones to class.</li> </ul> </li> </ul>
<b>April 17</b>	<p>Chapter 13 - A Study of Individuals With Special Needs: Individuals With Visual Impairments</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mingle Activity</li> <li><input type="checkbox"/> Review Future Summative Assignments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the part assigned to you: <ul style="list-style-type: none"> <li><input type="radio"/> Gold: 447-463</li> <li><input type="radio"/> Green: 463-481</li> </ul> </li> <li><input type="checkbox"/> Everyone bring books to class.</li> </ul>
<b>April 21</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Book Project due 11:59pm</li> <li><input type="checkbox"/> Chapter 12 Formative Assignment due 11:59pm</li> </ul>
<b>April 22</b>	<p><b>No In-Person Class</b>  <i>When the Chips Are Down</i> Online Class (Relates to all course content, specifically Chapter 9: Individuals with Emotional or Behavioral Disorders). The directions can be found at the bottom of the Discussion Page</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>When the Chips Are Down Online Class due 11:59pm</i></li> </ul>

<b>April 24</b>	Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities	<input type="checkbox"/> Everyone bring books to class. <input type="checkbox"/> Read Pages 487-491; 493-510; 513-525
<b>April 28</b>		<input type="checkbox"/> Chapter 13 Formative Assignment due 11:59pm
<b>April 29</b>	Chapter 15, Part 1 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented 1. Partners Activity 2. Prodigy Videos	<input type="checkbox"/> Read Pages 539-562 <input type="checkbox"/> Do not need to bring books to class.
<b>May 1</b>	Chapter 15, Part 2 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented 1. Genius 2. Genius Update 3. Case Study Discussion 4. Indigo Child 5. Case Studies 6. Differentiate Lesson Plans	<input type="checkbox"/> Read Pages 562-585 <input type="checkbox"/> Do not need to bring books to class. <input type="checkbox"/> Bring a paper or electronic copy of a lesson plan you would teach in your dream job. (can be a copy from the internet)-Try to use the same lesson plan you brought earlier in the semester.
<b>May 5</b>		<input type="checkbox"/> Chapter 14 Formative Assignment due 11:59pm <input type="checkbox"/> Chapter 15 Formative Assignment due 11:59pm
<b>May 6</b>	Final Exam Review 1. Special Education Jargon Post-Test 2. Final Exam Study Guide	<input type="checkbox"/> Everyone bring books to class.
<b>May 8</b>	Final Class 1. Butterfly Circus 2. Who Wants to Be a Millionaire?	<input type="checkbox"/> Everyone bring books to class.
<b>May 12</b>		<input type="checkbox"/> ePortfolio due 11:59pm <input type="checkbox"/> Practicum Assignment (Evaluation Form, Hours Log, Paper) due 11:59pm
<b>Online Final Exam (Chapter 9-15)</b>		

Section 1 (M/W 9:30-10:45): **Must take** 12:30pm-2:30pm, Monday, May 13, 2019  
Section 3 (M/W 12:30-1:45): **Must take** 8:00am-10:00am, Thursday, May 16, 2019