Fall 2011

SPED 707: Adolescents with Disabilities in the Middle/Secondary General Classroom
Online, August 25 – October 13
Thursday, 4:30-8:30, October 20 – December 15

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Office Hours: Thursday 3:00-4:00 in 230 JRP; By Appointment

Course Purpose: This course is designed to enable novice teachers to master and apply the instructional and communicative skills that will facilitate appropriate and productive inclusion of middle and secondary age students with disabilities within general education classrooms and other school settings. Specific research-based strategies in curriculum content acquisition and specific research-based strategies in behavior management will be learned and applied to real teaching experiences. Novice teachers will learn about collaborative structures found in schools to support student learning in general education settings and roles and responsibilities of teachers within these structures. Students will be introduced to key concepts in transition planning and self-determination for students with disabilities as they prepare to enter the adult world.

Required Textbooks:
2. Additional required readings are available on Blackboard.

Critical Questions: The following critical questions will be addressed throughout the course:
1. How do you provide a legally-appropriate education for students with disabilities based on the nature of their disability?
2. How does explicit teaching for academic diversity affect course planning, implementation, and student success?
3. How does explicit teaching for academic diversity affect unit planning, instruction, and student success?
4. How does explicit teaching for academic diversity affect lesson planning, implementation, and student success?
5. How does embedding strategy instruction increase your success in teaching academically diverse groups of students?
6. How does collaboration with other professionals & families lead to more effective teaching for student with special needs?
7. How do we gain information about student progress that will enable us to change our teaching?
8. How do we change our teaching based on information we gain from student progress?
The primary mission of the School of Education is to prepare leaders in education and human services fields.

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

*The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.*

**Kansas Professional Teaching Standards Addressed:**

SPED 707 meets the standards for teacher education accreditation (by the National Council for the Accreditation of Teacher Education) and for program approval (by the Kansas State Department of Education). Stated in outcome form this content includes:

- Knowledge about the unique characteristics and needs of individuals with exceptionalities and positive dispositions about competence in meeting diverse student needs. (Standard 2)
- Understanding of IDEA 2004 and NCLB and teachers’ legal and ethical responsibilities for student learning and behavior. (Standard 13)
- Knowledge about IEP development and participation. (Standards 7, 9 and 10)
- Understanding how students with exceptionalities can be involved with and demonstrate progress in the general education curriculum. (Standard 11)
- Knowledge about instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with exceptionalities and the full range of “typical” learners) including basic principles of universal design, content enhancement tools and routines, and learning strategies. (Standards 3 and 4)
- Knowledge about communication strategies that promote effective communication with students with exceptionalities and among them and their peers. (Standard 6)
- Knowledge about individual, class, and school-wide behavior management strategies and programs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (Standard 5)
- Knowledge about methods of instructional accommodation and modification so that students acquire needed content and skills. (Standards 3 and 4)
- Knowledge about assessment strategies and accommodations that facilitate data driven decision-making and enable students to participate in district and state assessments. (Standard 8)
- Knowledge about how technology can be used to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and in turn, how to help students with exceptionalities use instructional technology effectively. (Standard 12)
- Knowledge about how to collaborate effectively with other educators, paraeducators, related services personnel, families, and community resource personnel to provide effective educational programs for students with exceptionalities. (Standard 10)
Course Requirements

Accommodations: The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at www.disability.ku.edu. Please also contact me privately in regard to your needs in this course.

Writing Support: As a student in this course, you are eligible for consultation regarding your writing through the KU Writing Center (http://www.writing.ku.edu/). Please contact the KU Writing Center for more information.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment or the BlackBoard digital drop box) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please just be certain that your words are your own, and cite others as often as possible.

Attendance & Late Work: It is expected that you attend every class session. If you miss more than one class session, your grade will be lowered by 10% for each additional absence. Completion of each assignment is required by the due date. Assignments can either be handed in during class or uploaded to Blackboard. Late assignments are discouraged and will not receive full credit. If you are unable to attend class one evening, please submit your assignment through Blackboard.

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<td>Individual Study Project</td>
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| Final (only if you didn’t attend an IEP meeting) | 12/15 | Add to course total

* Complete these assignments during student teaching.

A = 90%-100%
B = 80%-90%
C = 70%-80%
## Course Topics, Readings & Assignments

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<th>Weekly Topic</th>
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<td>Course Overview</td>
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<td>10/20</td>
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<td>IEP Meeting Summary Interviews</td>
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<td>12/1</td>
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*If you are not in class on 10/20, contact the instructor to find out which debate team you will be on.
Description of Assignments

Go to the Blackboard course site (http://courseware.ku.edu) to read detailed information about the assignments.

Scavenger Hunt: Complete this online scavenger hunt on Blackboard (listed as a quiz). This will ensure that you understand the syllabus and requirements for this course.

Online Discussion 1: During the week of September 15-22, you will participate in an online discussion forum on Blackboard. It is expected that you will answer the questions posed by the instructor and respond to your peers throughout the week. You will be graded on both the quantity and quality of your discussion. A detailed rubric is included on Blackboard.

Scenarios & Online Discussion 2: During the week of October 6-13, you will participate in an online discussion forum on Blackboard. It is expected that you will answer the questions posted by the instructor and respond to your peers throughout the week. During this discussion you will also come up with a scenario about a student with a disability and post a question about how to handle a situation. Example scenarios are posted on Blackboard.

Interviews: The interviews are easiest to complete while you’re student teaching. Choose a student with a disability (preferably from a course you are teaching). You will need to obtain permission from your supervisor (typically the school principal), the parent, and the student (if aged 18 or older). The consent form is available on Blackboard. Keep this consent form for your own records; do not turn it in to the instructor. Do not including any identifying information on the student or his/her parents in the assignment you submit for class.

Part 1 - Teacher Interviews (10 points): Conduct two interviews: one with a general education teacher and one with a special education teacher. While school buildings include an abundance of professionals with unique knowledge and expertise, collaboration among these professionals is often an elusive endeavor. Time becomes a barrier to voluntary discussions, so this part of the project requires that you discuss educational issues with a general education and a special education teacher. Ideally you will talk to teachers that work with the student you interview.

Discussion Topics: These topics are here to help guide your discussion. You can tailor the conversation to meet your unique situation. Talk both broadly about inclusion and supporting students with disabilities in the regular education classroom, as well as specifically about the student.

Inclusion
- How to tell that a student is being successful in the regular education environment
- What to do if the student is not successful in the regular education environment
- Information provided on the IEP and how to translate that information into supports
- Process for referral, identification, and placement into special education
- Strategies for working with students who exhibit inappropriate behavior

Family Involvement
- Typical means of communication with parents/families of students with disabilities
- Strategies to improve/increase communication
- Strategies to increase family involvement

Collaboration between General Education and Special Education
- Best ways to communicate regarding the progress of specific students
- Benefits and barriers to co-teaching
- Supports from special education personnel that can be provided to assist with
accommodations and modifications in the classroom
- Information that should be shared by the regular education teacher at the IEP meeting
- Strategies for working with paraprofessionals

Transition Planning
- Ways to help prepare students for self-determination, independent living, employment, and postsecondary education
- How transition skills can be infused into the regular education curriculum

You do not have to turn in a transcript of the questions and answers, but please write a 1-2 page single-spaced summary including information you learned in the two interviews and a comparison of responses between the interviewees.

Part 2 - Student/Parent Interviews (10 points): Conduct two interviews: one with the student and one with his or her parent(s). If possible, interview them separately. Interview the student about his/her experiences using the questions below (the questions may be modified if necessary). Then interview the student's parent or guardian, modifying the same interview questions to be about his/her child (e.g., Question 1 would state “What is your son's/daughter's best subject and why?”). You may also add questions based on the information obtained during your teacher interviews.

Sample Interview Questions (adapt to student and/or parent)
1. What is your best subject and why?
2. What is your worst subject and why?
3. What extra-curricular school activities do you participate in?
4. What do you like to do when you're not in school? (i.e., activities/hobbies/interests)
5. Who was/is your favorite teacher and why?
6. What do you plan to do after high school?
7. How have your teachers helped you prepare for your future?
8. How do other students treat you?
9. How do teachers treat you?
10. What extra help do you get in school? (i.e., What modifications/accommodations have been made to meet your unique learning style and needs in general education classes? In special education classes?)
11. Do you like this extra help? What works best for you?
12. Do you attend your IEP meeting? How do you participate in the meeting?
13. What is your general opinion of school?
14. What should all teachers know about you?
15. What should all teachers be aware of when working with a student with: a disability; who has difficulty with math/reading/writing/sitting still? (choose the most appropriate prompt)

You do not have to turn in a transcript of the questions and answers, but please write a 1-2 page single-spaced summary over what you learned from the interviews and a comparison of responses between the interviewees.

Reflection (5 points): Write a 1-page overall reflection on the interview project describing how the information from the interviews will impact your teaching.

IEP Meeting Summary: Attend an IEP meeting, preferably for the student you interviewed or from one of your classes. You will need to obtain consent from the principal, parent, and student. The consent form is available on Blackboard. Keep this consent form for your own records; do not turn it in to the instructor. Do not including any identifying information on the student or his/her parents in the assignment you submit for class. At the IEP meeting, observe
the interaction and the topics covered. Write a 1-2 page single-spaced reaction on the meeting discussing the following points:

- Who participated in the meeting and why was their participation important?
- How were the student’s interests, strengths, and preferences taken into consideration?
- Why is it important for you, as a general education teacher, to attend IEP meeting?

*If you are unable to attend an IEP meeting for any reason, you will need to complete the final exam.*

**Course Planning:** For this assignment you will develop list of critical question, course map, unit map, and lesson organizer with critical questions for a course you plan to teach. Grading guidelines are available on Blackboard.

**Critical Questions (5 Points)**
Review the knowledge and performance standards in your content area. If you know what state you plan to teach in, please use State Standards. If your state does not have standards in your content area, then national standards are acceptable. Choose ONE course you are teaching or are likely to be teaching (all parts of this assignment will be based on the same course). Develop six to ten critical questions based on the critical course content and content-area standards. Your questions should provide an umbrella for addressing the standards. See Lenz & Deshler, Chapter 3 for a more detailed explanation.

**Course Map (5 Points)**
For the course you chose, develop a course map, similar to the ones found in Lenz & Deshler, pages 93 & 108.

**Unit Map (5 Points)**
For the course you chose, develop one unit map (related to the course map), similar to the ones found in Lenz & Deshler, pages 181 & 205.

**Lesson Organizer (5 Points)**
For the unit you chose, develop one lesson organizer, similar to the one found in Lenz & Deshler, page 205.

**Web Track Responses:** During this week of class we will not meet. Instead go to [http://www.4teachers.org/](http://www.4teachers.org/); select TrackStar; and follow Track # 312305, *Educating All Children*. Answer the questions on the assignment sheet posted on Blackboard and submit your assignment through Blackboard. A rubric is included in the track.

**Track for Students:** Develop a track to be used by the students in the class you described in the Course, Unit, & Lesson Planning assignment. A web-track is an inquiry-oriented activity in which the information that learners interact with comes from resources on the internet, similar to a WebQuest. Create your track through TrackStar at [www.4teachers.org](http://www.4teachers.org) (the same website you used early to follow a track I created) with a minimum of five links from three or more different websites. Also create a rubric on Rubistar at [www.4teachers.org](http://www.4teachers.org) to assess either completion of the track or completion of the project the track is associated with. Link to this rubric from your track or print it out and turn it in with your reflection. Write a ½-1 page single spaced reflection on how you will use the track in a class you teach. Also include the track number (do not use a password).

**Individualized Study Project**
Changing behavior is not an easy endeavor. This project will help you change a behavior in yourself, and along the way you’ll become more familiar with techniques used in schools. Write a paper including the following components: (1) functional behavioral assessment; (2)
Behavior intervention plan; (3) intervention implementation; and (4) reflection. Additional information and a grading rubric can be found on Blackboard.

1. Introduction & Functional Behavioral Assessment (5 Points): Choose a behavior you would like to change in yourself or someone in your family (child, husband, roommate, dog, etc.). Write a brief (1/2 page maximum) introduction on why you chose the behavior. Observe the behavior for a week and then complete the Functional Behavioral Assessment (FBA). Almost any behavior will work for this project, but please discuss the behavior with the instructor if you have questions as to its appropriateness. Identify someone who will act as your support partner in helping you meet and goal, and identify the role that person will play. Example forms can be found on Blackboard.

2. Behavior Intervention Plan (5 Points): Write a Behavior Intervention Plan (BIP) based on the Functional Behavioral Assessment (don’t forget that rewards are more effective than punishments and most behavior change requires both short-term and long-term rewards). Be sure to set a goal and identify the replacement behavior you would like to see. Example forms can be found on Blackboard.

3. Intervention Implementation (5 Points): Implement the plan for a two-week period of time, monitoring your progress each day (e.g. graph, tally, etc.). Write a brief journal entry each day discussing your progress toward reaching your goal.

4. Reflection (5 Points): Reflect on the effectiveness of the intervention; describe any setbacks you had along the way; and evaluate the use of behavior intervention techniques in your daily life. Also discuss how these techniques can be helpful in the classroom. This reflection is typically 1-2 pages single-spaced.

Debate: You will be assigned to a group in one of three debate topics. Working with your group, identify research that supports your position. During the debate preparation time, you and your panel members should develop a strategy to organize and coordinate your presentations. During this time, you should split up responsibilities (e.g., specific arguments and/or points) among the team, making sure that your presentations are linked to, while not being redundant with, one another. The team should be presenting a consistent argument based on the position you have been assigned. A debate information sheet is provided on Blackboard.

Final Exam: The final exam is required only for students who were unable to attend an IEP meeting. This exam will consist of essay questions related to the course content. Please contact the instructor if you need any accommodations on the exam.

Go to the Blackboard course site (http://courseware.ku.edu) to read detailed information about the assignments.