

Moravian College

Education 244, Section B: Including Students with Disabilities

Fall 2009

Class Meeting Times: Tuesdays and Thursdays from 10:20-11:30 a.m.
Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

Instructor: **Christie L. Gilson, Ph.D.**

Phone: 610/625/7015 (voice)

Email: cgilson@moravian.edu

Office: Priscilla P. Hurd Academic Complex, Room 318

Hours: Tuesdays 9:00-10:00 a.m.
Wednesdays 9:30-11:30 a.m.
Thursdays 9:00-10:00 a.m.

via Skype (Christie8188) or Windows Live Messenger

Christie.Gilson@hotmail.com (whenever I'm online)

The above office hours will also be posted on my office door in PPHAC 318.

Course Overview

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and researched-based methodologies.

Course Goals/Learning Outcomes

- Students will describe and explain the components of disability culture, the social model of disability, and the diagnostic categories with which students with disabilities are often labeled.
- Students will explain the legal and ethical obligations which general educators assume when teaching students with disabilities.
- Students will demonstrate their familiarity with the pre-referral, referral, IEP, and 504 Plan processes as measured by their writing and in-class discussions.
- Students will utilize teaching strategies designed both to serve students with and without specific disabilities when presenting to their colleagues in class.
- Students will identify and explain recognized exceptionalities, referral procedures, identification criteria, and delivery formats.
- Students will identify issues pertaining to current trends, researched-based methodologies, and inclusionary practices as they relate to general education and special education.
- Students will demonstrate their understanding of special education issues in their written work and by active participation in class discussions and activities.

Required Textbooks

- Byrnes, M. (Ed.). (2009). *Taking sides: Clashing views in special education (4th ed)*. New York: McGraw-Hill.
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). *Teaching students who are exceptional, diverse, and at risk in the general education classroom (4th ed)*. Boston: Pearson.

Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will negatively affect students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the day of the missed class
- Notify the instructor of a serious illness or death in the immediate family
- Notify the instructor of a religious holiday that conflicts with the class date and time
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time

Attendance means that the student is present in PPHAC 330 from 10:20-11:30 a.m. on Tuesdays and Thursdays. The use of cell phones and other electronic devices during class will result in an absence being recorded for that day. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

Students who have disabilities are encouraged to register with Joe Kempfer in the Learning Services Office at 610-861-1510 or via email at jkempfer@moravian.edu. Please also notify the instructor of your needs at 610-625-7015 or cgilson@moravian.edu.

Assignments

All assignments for this course should reflect the following criteria.

- (1) The assignment should represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism.
- (2) Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Follow this convention in titling your assignments. At the top of the file write:
 - a. class name
 - b. assignment name
 - c. your name
 - d. date turned in
- (3) Because all assignments will be uploaded to a server, rather than being turned in in hardcopy, the filename you use for your assignment is critically important. Use this convention in naming your files.

Refer back to your syllabus to see how to name each assignment turned in. The proper naming convention will be written in parenthesis after the title of the assignment in the assignment description section of this syllabus. After the proper assignment name, use an underscore (_) then, write your last name. So, for Reading Reflection 4, I would name my file 4RR_Gilson.doc. For the Adapting Assessment and Instruction Assignment, my file would be named AAIA_Gilson.doc.

- (4) Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
- (5) Upload your assignment to the server before the class date and time when it is due. Here is the path to the server:

Students\\X:\courses\2009Fall\educ244b\submitted_work\[your last name]

Mac users

- Use the 'Go' menu and select 'Connect to Server'.
- In the 'Server Address' field, type 'smb://pawn/students' (no quotes) and click on the 'plus' sign button to add it to your 'Favorite Servers'.
- Click the 'Connect' button. You will be prompted for your network credentials.
- Connect as a 'Registered User', using your network account in the form of 'Moravian/stabc01' and password.
- Click the 'Connect' button.
- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2009Fall' folder, and the folder named after your course.
- Open the 'submitted_work' folder and you should see a folder name matching your last name.

Windows PC users

- Open Windows Explorer and navigate to:
Students\\X:\courses\2009Fall\educ244b\submitted_work\[your last name]
- Important Note: If you are copying files from your personal folder on the 'Students' share to your course folder, remember to use COPY and not MOVE. COPY will keep the original file in your personal folder, and COPY the file to the course folder.
- COPY will keep the network security permissions of the destination folder (courses folder). [To copy in Windows – highlight the file, right click on it and drag it to its destination folder]
- MOVE will move the file out of your personal folder and into the course folder. MOVE carries the original network security settings with it to the destination (courses folder) so your instructor will NOT be able to view the document.
- If you would like to upload your assignments from off campus, you may do so using a free FTP client such as WS-FTP or CuteFTP. You can find more information about FTP'ing in AMOS under Administrative Services, Center for Information Technology, network resources, FTP Instructions. If you plan on uploading from on campus, you will be able to view the student drive (x:) once you log into the network.

FTP settings are as follows

Host: <ftp.moravian.edu>

Username: Moravian/[YOUR STUDENT ACCOUNT]

Directory: /stfiles or /stfiles/courses

- (6) Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date.

Assignment Descriptions

Disability Presentation (dp)

The purposes of this assignment are many and include reinforcing the readings in the Vaughn, Bos, and Schumm textbook about disability diagnoses and characteristics. Secondly, you will familiarize yourself with the academic literature (peer reviewed journals and textbooks) that relate to the student's disability in order to learn best practices for assessing the learning of students with that label through the use of high stakes tests. The assignment will become personal as you select a movie to watch, a book to read, or ten websites to review related to the particular disability. Another purpose is to give you the opportunity to teach class in front of your peers.

You will be assigned a certain disability to research in three ways. Carefully read the information in the Vaughn et al. textbook related to students who have the disability you've been assigned for this project.

Secondly, choose one of the following as another way to gather information.

- Read an instructor-approved novel or other kind of fun literature about a person or people with the disability you've been assigned
- Watch an instructor-approved movie about a person or people with the disability you've been assigned
- Carefully explore the World Wide Web for ten websites that present various perspectives on the disability you've been assigned. You will rank the websites according to the quality of information provided on them. Send the instructor your website ideas for approval before you turn in that portion of the assignment.

Thirdly, you are also to search the academic literature for one peer-reviewed article about the disability and high stakes testing that you can understand sufficiently well to explain to your audience. Summarize its results in a way that differs from the abstract of the article and properly cite the article.

Prepare a PowerPoint that concisely conveys the information you discovered for this assignment. The PPT will include the following information:

- (1) The first slide should include your name, the disability diagnosis you will be covering, the date of your presentation, and your email address.
- (2) A definition of the disability and the citation from which you obtained the definition
- (3) The characteristics of the disability
- (4) The prevalence of the disability in today's schools
- (5) Identification and assessment of students with the disability (for diagnostic purposes)
- (6) Curricular and instructional guidelines for teaching students with that disability
- (7) The results from a peer reviewed article that suggests best practices for testing students with the disability you were assigned through the use of high stakes tests or alternate assessments. Cite the article in your PowerPoint.
- (8) A brief summary of the novel, movie, or websites you read. Cite the sources of your summary. This portion is meant to be entertaining.

- (9) Three questions about the material you just covered that you will ask of your classmates. While this component should provide your classmates with reminders of the content you just presented, its main purpose will be for you to lead class discussion. Therefore, prepare your questions carefully to prompt your classmates to think critically about the information you just presented.

All slides should be visible to your classmates and should be free of grammar and spelling errors. Though the information in components 1-5 above is important, the focus of your presentation in front of the class should be on the latter items. Presenters who engage with the audience instead of reading their PPT's verbatim will demonstrate their mastery of the material and will be viewed favorably by the instructor. Upload your PowerPoint to the server at least 30 minutes before class. Bring your PowerPoint on a storage device to class so that you can access it on the day of your presentation. Alternatively, you may access it via email on the Web.

In-Class Debate (icd)

The purpose of this assignment is for you to thoroughly familiarize yourself with the Byrnes readings for a given week and to facilitate an in-class debate about those issues. For this assignment you will prepare:

- (1) A spoken and PowerPoint summary of both the affirmative and negative articles within the reading assignment for the week to be presented in class. In order to explain the debate thoroughly as a reminder to your classmates, include in your presentation:
 - (a) The names of the authors of the articles
 - (b) The titles of the articles
 - (c) A clear explanation of both sides of the debate
 - (d) Three justifications the authors use to bolster their arguments (Therefore, there should be a total of six arguments, since there are at least two sides to each debate.)
- (2) Upload your PowerPoint to the server at least 30 minutes before the class period during which you will present.
- (3) Determine a way to split up the class so that all of your colleagues are engaged in a debate of the issue. You may divide the class up into two groups. Or, you may assign selected class members various roles (e.g., time keeper, task master, etc.)
- (4) The class is to debate your issue for approximately 10-15 minutes. Ensure that no person dominates the discussion, preventing others from having their say. If the debate lags, it is your responsibility to bring up new points to keep the class engaged.
- (5) You will be graded on your familiarity with the issues assigned to you. Your handout and PowerPoints' clarity, thoroughness, structure and organization, and mechanics will be assessed as well. Finally, your ability to facilitate a debate within the class will be evaluated.

Interview with Family Member of a Child/Adult with a Disability (ifm)

You will interview a family member of a child or adult with a disability. The family member you interview must have lived with the person with a disability for more than a year and know the person with a disability very well. If you are not sure whether a condition counts as a disability, refer to your Vaughn et al. textbook to see if the disability is listed there. You will schedule a face-to-face interview with that family member which lasts at least 30 minutes. Email and phone interviews are not permitted.

You will prepare a list of at least ten questions ahead of time to ask your interviewee. Two weeks before the interview will take place, submit to the instructor a description of the person

you will interview, when and where the interview will take place, a plan for how you will take notes during the interview, and your list of at least ten questions.

The products of the interview assignment are as follows:

- (1) A paragraph and the list of ten or more questions you would like to ask of your interviewee submitted to the instructor two weeks before your interview. The paragraph should contain sentences that describe:
 - a. the person's first name
 - b. the date, time, and location in which the interview will take place
 - c. a description of your relationship to the family member, if any
 - d. a description of how you contacted the family member
 - e. your plan for taking notes during the interview
- (2) After the interview, write a three or more page paper that contains the following components:
 - a. Pre-interview information
Copy and paste the paragraph from your pre-interview assignment described above.
 - b. A profile of the interviewee
A paragraph with a description of the family member's relationship to the person with the disability (e.g. role, frequency, and intensity of contact)
 - c. A profile of the Person with a Disability
- (3) A brief description of the person with a disability
 - a. Diagnosis and prognosis
 - b. A description of the way the interviewee found out about the family member's disability
 - c. Several examples of the kind of language the family member used to describe their family member with a disability during your interview
 - d. Questions and Responses
List verbatim the set of ten questions you posed to the family member you interviewed. After each question give their answer(s) to the questions. You may quote them directly or carefully summarize their answers. You must write in complete sentences.
 - e. Pros and cons
 - Describe any positive aspects of having a family member with a disability your interviewee identified.
 - Describe any negative aspects of having a family member with a disability your interviewee identified.
 - f. Reflection
Include a reflection paragraph with the following topics:
 - a) Your reaction to the interview including any surprises you encountered
 - b) List at least three realizations or new concepts you learned as a result of this interview.
 - c) When you think back on the interview you just completed, what, if anything, made you a little uncomfortable? What things can be done to increase your comfort level? Your

instructor is looking for depth here and will appreciate honest reflection. No answer will be considered wrong or inappropriate.

- d) How might this interview assignment help you in your future teaching/working with persons with disabilities and their families?

IEP Development (iep)

For this assignment, you will read a scenario involving a student with a disability that the instructor will give you. You will read the portion of the textbook that describes the disability the student has and the ways instruction might be adapted for the student. Finally, you will answer the following questions in a paper of three-five pages.

- (1) In your own words, describe the student including:
 - a. Her or his name
 - b. Her or his chronological age
 - c. Her or his developmental age
 - d. Her or his grade level of achievement
 - e. Her or his family situation
 - f. Her or his academic placement
 - g. Her or his social skills
- (2) What are the student's strengths and weaknesses?
- (3) If you were this student's general education teacher, what annual, behavioral goals would you set for the student, in consultation with the IEP team? Suggest at least three goals. Remember the following when writing your goals:
 - a. Goals must identify what the student will do.
 - b. Goals must identify when and how the goal will be achieved.
 - c. Goals must be measurable.
 - d. Goals must be concrete.
 - e. Avoid broad, vague, general goals (e.g., *not acceptable*: Anderson's behavior will improve.)

Dr. Dilendik reminds us from Education 155 that, "As described by Robert Mager (1962), behavioral objectives have three components:

- A statement of important conditions under which the behavior will occur;
- A description of student behavior using verbs that are measurable and observable;
- A description of the criterion-level of acceptable performance.

Appropriate verbs in a behavioral objective include: list, identify, state, describe, define, solve, compare, contrast, read. Example:

After reading The Alaska Expedition, students will draw a poster that illustrates the different modes of transportation important to the expedition. The poster must clearly and accurately represent at least three different modes of transportation."

- (4) What special education, related services, supplemental aids and services, assistive technology, program modifications, and support for personnel are necessary to achieve the IEP goal(s)? Select at least three of the list identified in the previous sentence to write about in your paper. Identify the location within the school, the frequency, and the duration of each service selected. Your selections should be based on what you read about the student's disability and the type of instruction recommended for such students. As always, you are encouraged to draw from class activities, lectures, and discussions as well.

- (5) What, if any, regular classroom activities and extracurricular activities will the student not participate in with the student's nondisabled classmates? Justify the answer(s) you give.
- (6) What modifications, if any, are needed to enable the student to participate in state- and district-wide assessments? You may consider the following ideas or others from your readings:
 - a. Scribe (Someone to write for the student.)
 - b. Reader (Someone to read for the student.)
 - c. Extended time
 - d. A version of the test that would have fewer answers to choose from in multiple-choice (e.g., only two instead of four answers to choose from for each question.)
 - e. For up to 2% of students with disabilities, an alternate assessment based on modified academic achievement standards can be given in lieu of a standardized test.
- (7) How will a student's progress toward annual goals be measured, and how will the student's parents be informed of progress? Again, being concrete is necessary to demonstrate your understanding of the question.

Disability Simulation Assignment (dsa)

The purpose of this assignment is for you to learn about some of the less pleasant aspects of having a disability. As has been stated in class, the experience you will likely have when simulating a disability differs markedly from the day-to-day experience people who have disabilities and have gone through rehabilitation experience, in that they usually lead relatively happy and fulfilling lives. To complete this assignment you will select a partner from the class. You will select a disability to assume from the list below.

- Dominant hand impairment
- Hard of hearing
- Low vision
- Mobility impairment (crutches user)
- Mobility impairment (wheelchair user)
- Total blindness

You will assume the disability for 30 minutes. You will engage in typical activities such as exercising, socializing with friends or family, shopping, or eating. You will note the ways in which the simulated disability affects the task(s) you complete during that 30 minutes. Your partner will observe how others treat you and will help you only if you are encountering danger. Your partner will also note your facial expressions and comments that indicate your feelings during the simulation. Then, you will switch roles and repeat the above process. Thus, you will be both the observer and the person with the simulated disability.

Submit a three-or-more-page essay that answers the following questions as the product of your assignment.

- a. Which disability did you assume?
- b. Where were you when you assumed the disability?
- c. Relate the tasks you completed while simulating the disability.
- d. Describe your feelings as you assumed the disability.
- e. Describe any difficulties you encountered in completing the task(s).
- f. How did you work through the difficulties?
- g. As you look back on the disability simulation, what strikes you most about being disabled?

- h. As you look back on the disability simulation, what strikes you most about watching your partner be disabled?
- i. When you watched your partner be disabled, what comments or facial expressions did you notice the partner exhibiting?
- j. Speculate on what prompted the facial expressions and comments you observed in your disabled partner.

Architectural Accessibility Assignment (aaa)

The purpose of this assignment is for you to gain hands-on experience in accessibility for people with disabilities. Browse to the U.S. Department of Justice's website at <http://www.ada.gov/checktxt.htm> to download The Americans with Disabilities Act Accessibility Guidelines. Print out these guidelines and visit a local venue of your choosing. Analyze the venue for physical barriers to accessibility for people with disabilities based on the accessibility guidelines. You need not complete the entire checklist. However, you must locate at least three accessible features of the venue and three inaccessible features, according to the ADAAG. Prepare a written report of your findings including the following:

1. Information about the venue you investigated
 - a. List the name, full mailing address, phone number, and website of the venue you surveyed for physical access.
 - b. Provide the name(s) and professional title(s) of the venue representative(s) who accompanied you, if any.
2. List three accessibility features that were present in the venue you surveyed.
3. List three barriers to access you discovered at the venue you surveyed.
4. Describe how you communicated your findings to the venue representative(s).
5. As you think back on what you discovered in terms of accessibility in the venue you surveyed, what stands out in your mind most? Explain thoroughly.
6. Appendix A: Materials and Data of your survey.

Adapting Instruction and Assessment Assignment (aiaa)

This capstone assignment is designed to review how to adapt instruction and assessment to meet the needs of students with disabilities in your classroom. These topics have been covered throughout the course. This assignment gives you the opportunity to demonstrate the knowledge you have incorporated about adaptation of instruction in your teaching repertoire.

You will compose two fictional scenarios describing two different students with disabilities to teach. The first disability will be the disability about which you presented to your classmates in your Disability Presentation. The second disability will be one of your choosing.

You will identify three objectives to be taught during the course of a lesson for your students without disabilities. You will carefully explain how to adapt the lesson for both of the students with disabilities you have imagined. You will describe how you intend to assess the students' mastery of the three adapted objectives. In designing the adapted lesson and assessment for your fictional students with disabilities, you will search the academic literature for four sources other than the course textbooks. The academic literature is composed of academic textbooks and peer-reviewed journal articles. Academic literature does not include encyclopedias or Wikipedia, multimedia, magazines, newspapers, novels, or websites. Cite all academic sources appropriately using the manuals of style produced by either the Modern Language Association or the American Psychological Association.

The product for this assignment will be at least eight pages in length. Include each of the following components in your assignment.

Section I.

For Students A and B submit the following:

The students' demographic information

- Name
 - Age
 - Grade in school
 - Placement (full inclusion, inclusion in a selected number of classes, resource room, etc.)
 - The subject you will be teaching the student
 - The student's disability
1. List the three objectives you will be teaching all of your students.
 2. Specify the materials you will use to teach the objectives you have identified.
 3. Clearly describe how you will adapt each of the objectives for the students with disabilities in your classroom. If one of your objectives doesn't lend itself to adaptation, pick another objective to adapt. Cite your academic sources within your description. If steps are involved in teaching the adapted objectives, list those steps. If materials need to be modified or new materials need to be created, explain those processes. If modifications of assignment due date or assignment length need to be made, delineate those concretely.
 4. Describe how you will assess the students' mastery of each of the three adapted objectives. In doing so, demonstrate your knowledge of the course's reading assignments and the academic literature by citing them and applying them to the content of your assignment. If alternate assessments to ensure mastery of the material need to be developed, summarize those.
 5. You must explain the instructional and assessment adaptations in sufficient detail so that another teacher could teach the student with the disability. Convince the instructor that you will be ready to teach the adapted lesson objectives and assessments in conjunction with the typical lesson.

Section II.

Compare and contrast the students' disabilities in terms of the adaptations you made to the objectives for each student. Justify the various adaptations you selected for the two students identified. Explain why you chose the specific adaptations you did for each student.

Final Reflection Assignment (fra)

The purpose of this assignment is to encourage you to reflect back upon the course this semester in terms of your thinking related to teaching students with disabilities. Thoughtfully answer the following questions in an essay of at least two paragraphs in length.

1. During the semester you were asked to participate in the following activities and assignments:
 - Video on including students with disabilities shown in class
 - Disability Presentation
 - Guest speakers
 - Interview with Family Member of Child or Adult with a Disability

- Disability Simulation Assignment
- Architectural Accessibility Assignment

For purposes of this question, you may create a numbered list of three items. Select the three activities/assignments from this course that most impacted the way you think about teaching students with disabilities. Number the most impactful activity/assignment as 1, the second as 2, and the third as 3.

2. Write a paragraph comparing your **current ability and confidence** in teaching students with disabilities, as compared to when the semester began. Be as specific as possible.
3. Write a paragraph comparing your **current beliefs and thoughts** about inclusion in all parts of life, as compared to when the semester began. Be as concrete as possible.

Reading Reflections (xrr where x = numbers 1-14)

The purpose of these assignments is to encourage you to reflect upon the readings assigned each week for class. Reading Reflections will be due at 8:00 a.m. every Thursday except the first week of class. Therefore, you will be expected to turn in a total of fourteen reflections. Reflections turned in late will receive no credit. Before 8:00 a.m. on each Thursday that a Reading Reflection is due, you are to upload a Microsoft Word file that contains the following to the server.

- (1) Three (3) quotes from any of the readings due for that week's class.
- (2) Under each quote write a one-paragraph reflection on the quote that explains what that quote meant to you. You might react by stating whether you agree or disagree with the quote. Or, you might identify parts of the quote you find confusing or perplexing. Alternatively, you might offer some observations about the appropriateness of the quote for the audience for which it is intended. The purpose of the three reflection paragraphs you will write per week is to demonstrate to the instructor that you have thought seriously about the content of your reading assignments. In line with English writing conventions, paragraphs must contain at least three sentences.

Professionalism

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education 244, Section B, your professionalism will be assessed using the following criteria.

(1) Class Participation

A portion of the students' grade will be used to assess the quality of class participation. Students who consistently and respectfully contribute to class discussions will receive full credit for in-class participation.

(2) Respect for Others

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining respectful is appreciated.

(3) Class Attendance

Just as you will be expected to be on time and to stay until the day is over when teaching, you are expected to be in this class on time and to remain until class is over.

(4) Students who turn in work after the due date of any assignment are expected to communicate with the instructor as soon as they know their assignment is to be late. Students are to notify the instructor of when they will turn in their assignment. The instructor reserves the right to change the date by which late work must be turned in in order for students to receive partial credit.

Five percent of the overall grade in this course comprises a professionalism assessment. Because professional teachers are expected to turn in work on time, students in this course will meet a similar expectation. When work is turned in late, the professionalism grade will be reduced by an amount to be determined by the instructor.

Assignment Point Distributions

Assignment	# of Points
Disability Presentation	10
In-Class Debate	10
Family Member of Child with a Disability Interview	10
IEP Development	10
Disability Simulation Assignment	10
Architectural Accessibility Assignment	10
Adapting Instruction and Assessment Assignment	15
Final Reflection Assignment	5
Reading Reflections	10
Professionalism	10

Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Class Schedule

Class Date	Topic	Assigned Readings	Other Assignment
9/1	Introductions	Syllabus	none
9/3	Legislation, Educational Referral, and Placement	VB&S Chap. 1 pp. 1-33	none
9/8	Collaboration with Families	B Issue 14 pp. 293-310	Debate 14
9/10	Inclusive Schooling; GS: Joe Kempfer	VB&S Chap. 2 pp. 34-63	Reading Reflection 1; Family Member Interview questions and introductory paragraph
9/15	Teacher Perspectives on Inclusion; GS: Rita Lang	VB&S Chap. 3 pp. 64-79	
9/17	Learning Disabilities	B Issue 16 pp. 330-348	Reading Reflection 2; Debate 16; Disability Presentation
9/22	Attention Deficit Hyperactivity Disorder	VB&S Chap. 3 pp. 80-93	Disability Presentation
9/24	Attention Deficit Hyperactivity Disorder	B Issue 17 pp. 349-372	Reading Reflection 3; Debate 17; Interview with Family Member; Disability Presentation
9/29	Communication Disorders	VB&S Chap. 4 pp. 94-119	Disability Presentation

10/1	Communication Disorders; GS: Kate Miller	B Issue 15 pp. 312-329	Reading Reflection 4; Debate 15; Disability Presentation
10/6	Matt Glowacki: The New Face of Disability	Event held at 7:00 p.m. in the Prosser Auditorium of the HUB; VB&S Chap. 5 pp. 120-141	If you attend the whole event and greet Dr. Gilson, you need not turn in a Reading Reflection for that week!
10/8	Emotional and Behavior Disorders	B Issue 19 pp. 396-411	Reading Reflection 5 or attendance at HUB event; IEP Development; Debate 19; Disability Presentation
10/13	no class; Fall Break	none	none
10/15	Disciplinary Issues in School	B Issue 4 pp. 70-90	Reading Reflection 6; Debate 4; Disability Presentation
10/20	Autism Spectrum Disorders	VB&S Chap. 6 pp. 142-159	Disability Presentation
10/22	Autism Spectrum Disorders	B Issue 18 pp. 373-395	Reading Reflection 7; Debate 18; Disability Presentation
10/27	Intellectual Disabilities	B Issue 11 pp. 223-239	Debate 11; Disability Simulation Assignment; Disability Presentation
10/29	Emotional Disorders GS: Robbie Graves	VB&S Chap. 7 pp. 160-183	Reading Reflection 8
11/3	Blindness and Low Vision	VB&S Chap. 8 pp. 184-192	Disability Presentation
11/5	The Americans with Disabilities Act	B Issue 1 pp. 2-14	Reading Reflection 9; Debate 1; Disability Presentation
11/10	Intellectual Disabilities; GS: Edith and Wendy Novak	<i>no morning meeting; meet at 6:45 p.m. in same room;</i> VB&S Chap 8 pp. 193-196	Architectural Accessibility Assignment
11/12	Deafness and Hard of Hearing; Special Education Placement	B Issue 6 pp. 104-132	Reading Reflection 10; Debate 6; Disability Presentation
11/17	Physical and Other Health Impairments	VB&S Chap. 8 pp. 197-208	Disability Presentation
11/19	Assessment and Accommodations	B Issue 12 pp. 250-268	Reading Reflection 11; Debate 12; Disability Presentation
11/24	Blindness and Low Vision; Braille; GS: Donna	VB&S Chap. 9 pp. 210-233	Reading Reflection 12

	Hendrickx, Debbie Rozear, and Tony Swartz		
11/26	no class; Thanksgiving Break	none	none
12/1	Planning and Grouping Strategies/Managing Student Behavior	VB&S Chap. 10 pp. 234-263	Any remaining Disability Presentations
12/3	Differentiating Instruction and Universal Design	B Issue 13 pp. 269-292	Reading Reflection 13; Debate 13; Adapting Assessment and Instruction Assignment
12/8	Minority Over- Representation in Special Education	VB&S Chap. 11 pp. 264-291	none
12/10	Wrap-Up	B Issue 3 pp. 38-69	Reading Reflection 14; Debate 3; Final Reflection Assignment