



SPED 145

DESIGNING EFFECTIVE ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

Semester:

Credit: 3.0 units;

Day and Time:

Location:

Department Office: ED 250

Instructor:

Office: ED

Email:

Phone:

Office Hours:

Requirements:

1. Admission to the Mild-Moderate or Moderate-Severe Disabilities credential program and satisfactory completion of all required courses.

Course Description:

This course examines the characteristics of high-quality integrated and inclusive educational programs, including communication and vocational environments. It addresses: Universal Design for Learning, curriculum differentiation, collaborative models of instruction, culturally-responsive teaching, and provision of individualized modifications and supports as key practices for effective instruction of diverse classrooms, including students with significant/complex support needs. Strategies that promote the integration and active participation of staff and students with disabilities into general education classrooms, as well as other school, community, work, and recreation environments will be introduced.

Coursework will include varied instructional techniques (e.g. collaborative teaching, lecture, small/large group application activities and discussion, use of technology and online learning, guest speakers). There will be an emphasis on diversity and multicultural influence as it relates to identifying, evaluating, and implementing instruction for students with disabilities.

****For students completing a dual credential with a Moderate-Severe disabilities Educational Specialist credential, a fieldwork component (20 hours with supervision and required assignments) of the course will need to be completed; please see faculty in the area of Moderate-Severe disabilities, who will work in conjunction with CI faculty, to ensure that the requirements of final student teaching (EHD170) and the initial practicum in special education/M-S (SPED172) are able to be met in your placement site.***

Required Texts:

Halvorsen, A. & Neary, T. (2009). *Building inclusive schools: Tools and strategies for success.* (2nd Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Valle, J.W & Connor, D.J. (2011). *Rethinking disability: A disability studies approach to inclusive practices.* New York: McGraw Hill.

Additional Required Reading:

****see detailed course week-by-week below and posted on Blackboard for additional readings***

This course requires the use of your university email account. (The University provides free email accounts to all students. Students may sign up for email online at <https://zimbra.csufresno.esu/csuf/index.html>.

Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>

Primary Learning Outcomes:

This is a course in developing high quality integrated and inclusive instruction and programs for students with disabilities. The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Program standards: 2,3,4,7,12,13,14

Specialty specific standards: M/M: 3,5; M/S: 2,3,8

TPEs: 4

The teacher candidate will:

- 1) articulate the characteristics that define inclusive education;
- 2) articulate the characteristics that define integrated education;
- 3) compare and contrast inclusive and integrated models of education;
- 4) demonstrate knowledge of issues in school reform, restructuring, and the role of inclusive education in these efforts;
- 5) articulate why inclusion is integral to effective schooling
- 6) demonstrate knowledge of planning and instructional practices that can effectively meet the needs of diverse students, and utilize practices such as: differentiated instruction, Universal Design for Learning, and use of assistive technologies;
- 7) demonstrate knowledge of processes for designing accommodations and modifications for individual students and utilize in the individual student planning process;
- 8) gain familiarity with diversity and (dis)ability awareness curricula and information-sharing strategies and utilize in curricular and other school contexts;
- 9) articulate awareness of the role that various media play in positive/negative portrayal of disability
- 10) demonstrate knowledge of the characteristics of effective community-based, vocational, and transition services and supports (M/S only);
- 11)

University Policies

University Policies are available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Course Policies

Classroom Environment

1. Keep audible communication devices (cell phones, pagers, IPODs, and other portable media players) turned off during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 179 note-taking or student presentations.
3. Obtain advanced permission from the instructor for visitors.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

1. **Excused/authorized absences/tardies/early departures will be allowed only per University policies:** (1) when the student has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the family prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
 - a. If requesting an excused absence/tardy/early departure, it is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.
 - b. If the student does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. **Deductions for attendance occur as follows:**
 - a. **Two unexcused absences or late arrivals are allowed for the semester**
 - b. **Any unexcused absence or late arrival above two will result in a one letter grade drop per occurrence.**
 - c. **School meetings, and IEP meetings must be scheduled on days other than day of class.**

***Do not email the instructor about your 2 allowed absences or reasons for tardiness. They will be recorded on the attendance log. Quizzes or other in-class work cannot be made up.**
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
 - a. Obtain handouts, notes, and other materials from peers.
 - b. Contact the instructor as soon as possible after the missed class period to provide documentation, in the case of an *excused absence*
 - c. Submit all assignments by the beginning of the following session.

Assignments

1. Each student is responsible for completing assignments and readings prior to each class session to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student's own work.
3. All assignments must be completed independent/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided by the instructor. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
5. All assignments will be submitted in paper copy and follow the guidelines listed below:
 - a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 spaces between lines, using APA for citations and references.
 - b. Use transitions sentences, phrases, and words between ideas and paragraphs.
 - c. Use headings within each assignment to identify each section of the paper. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
6. Assignment Timelines/Due Dates:
 - a. All assignments are due in paper copy before the end of the class session on the date the assignment is due OR submitted electronically, based on assignment description, to be eligible to receive full credit/points. It is the student's responsibility to submit all assignments on time.
 - b. Exceptions will be made only for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable

documentation; and (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.

- c. Any assignment submitted late (after the class session in which it is due) will lose 10 points. In-class quizzes cannot be taken after they are administered for students who are tardy. Exceptions will be made only for excused/authorized absences.
- d. Email assignments to the instructor or post to Blackboard when designated on the syllabus.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, “For the purpose of this paper, I will refer to the observed student as _____ (fictitious first name).”

Grading

- 1. The total points received on each assignment are recorded in the grade roster.
- 2. Grades are calculated by percentage (the total points received divided by the total points possible).
- 3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

Course assignments:

(see the breakdown and details of each assignment after the week-by-week below)

Assignment	Points
Quizzes (five, total)	5 x 10 points each 50 points
Site-based needs assessment and observation	75 points
Disability media and/or material review (two, total)	2x 25 points each 50 points
Final project: Accessible curriculum for “Max” or “Peter”	75 points
	250 points total

SPED 145 - COURSE OUTLINE

This syllabus and schedule are subject to change in the event of extenuating circumstances

<i>Date</i>	<i>Topics</i>	<i>Online and/or Pre-session Content</i>	<i>Assigned Reading</i>	<i>Assignment Due</i>
Session 1	-Course overview and expectations -Definitions of inclusive and integrated education			
Session 2	-Characteristics of high quality inclusive schools		-Halvorsen & Neary, chp. 1 & 8 -Valle & Connor, chp. 10	Quiz (1)
Session 3	-Overview of the Site-Based Needs Assessment assignment -Disability, schooling, and conceptions of normalcy	-watch “Including Samuel” (link on BB)	-Valle & Connor, Chp. 1, 2, 3, & 4	Quiz (2)
Session 4	-Supporting active engagement & participation across	-Identify site for needs assessment and observation -“Restructuring for All the Kids” video	-Halvorsen & Neary, Chp. 5 -Valley & Connor, Chp. 5	Discussion board response and participation (based on

	school environments	(link posted on BB) -Norm Kunc: "Rediscovering our Right to Belong" (link posted on BB; watch excerpts that are free)		"Restructuring" and Norm Kunc's video)
Session 5	Instructional strategies: -Differentiated instruction -Universal Design for Learning	-National Center on Universal Design for Learning: " <i>What is Universal Design for Learning?</i> " & " <i>UDL Guidelines 2.0</i> " (link posted on BB)	-Garguilo & Metcalf (2013). <i>Teaching In Today's Inclusive Classrooms: A UDL Approach</i> . Chp 2: Introducing Universal Design for Learning	Quiz (3)
Session 6	Instructional strategies: -Differentiated instruction -Universal Design for Learning (con't)	-Center for Accessible and Special Technology: <i>Module 1</i> (link posted to BB)		Due: Site-Based Needs Assessment
Session 7	Instructional strategies: -Lesson planning	-Center for Accessible and Special Technology: <i>Curriculum Barriers Tutorial</i> (link posted to BB)	-Halvorsen & Neary, Chp. 2 -Valley & Connor, Chp. 6	
Session 8	-Curricular Adaptations: Accommodations and Modifications -Final project overview	-watch "Educating Peter" or episode(s) of "Parenthood," depending on credential you are completing (links posted to BB)	_Ellis, E. S. (2002). "Watering Up the Curriculum" Parts 1 & 2 (on BB)	Curriculum Barriers Tutorial; post to BB and bring to class or use laptop to access
Session 9	-Disability representation and media/materials		Longmore, P. (2003). <i>Why I Burned My Book and Other Essays on Disability</i> . Philadelphia: Temple University Press. Chapters 6: "Film Reviews" and 7: "Seeing Stereotypes" (posted on BB)	Quiz (4)
Session 10	-(Dis)ability awareness materials and activities	-watch "Labeled Disabled" (posted to BB)	-Valle & Connor: Chapter 9 - Taylor, S. (2000). Multicultural is who we are: Literature as a reflection of ourselves. <i>Teaching Exceptional Children</i> , 32(3), 24-29. (on BB)	
Session 11	-Sexuality Education	-Review resource/list of sexuality education curricula (both items on BB)	-New York Times article: "Teaching Good Sex" - Blanchett, W. & Wolfe, S. (2002). <i>A review of sexuality education curricula: Meeting the needs of individuals with moderate-severe disabilities</i> . <i>Research and Practices for Persons with Severe Disabilities</i> , 27: 1, 43-57. (both items on BB)	Post response to sexuality education survey to DB; complete survey prior to the reading/video and then write a brief reflection after

Session 12	<p>-Students with physical, sensory, and health-care needs</p> <p>*Guest speakers</p> <p>Teachers from Rata HS, FUSD</p> <p>(Becky Adams-Anderson, Dana Berg, & Latoya White-Chatmon)</p>	<p>-Hartmann, Elizabeth (2011). National Consortium on Deaf-Blindness: <i>Universal Design for Learning and Students with Deaf-Blindness</i>. http://www.nationaldb.org/documents/products/udl.pdf</p> <p>(link also on BB)</p>	<p>-Spooner, F., Browder, D.M., & Mims, P.J. (2011). Sensory, physical, and health care needs. In D.M. Browder & F. Spooner (Eds). <i>Teaching Students with Moderate and Severe Disabilities</i>. New York: Guilford Press.</p> <p>(posted to BB)</p>	Due: Disability media/materials review
Session 13	-Community-based instruction	<p>-Hughes, C. & McDonald M.L. (2008). The Special Olympics: Sporting or social event? <i>Research and Practice for Persons with Severe Disabilities</i>, 33(3), 143-145.</p> <p>-Storey, K. (2008). The more things change, the more they are the same: Continuing concerns with the Special Olympics. <i>Research and Practice for Persons with Severe Handicaps</i>, 33(3), 134-142.</p> <p>(posted to BB)</p>	<p>-Spooner, F., Browder, D.M., & Richter, S. (2011). Community and job skills. In D.M. Browder and F. Spooner (Eds). <i>Teaching students with moderate and severe disabilities</i>. New York: Guilford Press.</p> <p>(posted to BB)</p>	Quiz (5)
Session 14	<p>-Transition planning</p> <p>-Community-based living and employment</p> <p>*Guest speakers: staff and students from The Wayfinders support program at Fresno State</p>	<p>-"Inclusive, Post-Secondary Education" (video available through link posted on BB)</p>	<p>-Spooner, F., Browder, D. M., & Uphold, N. (2011). Transition to adult living. In D.M. Browder & F. Spooner (Eds), <i>Teaching Students with Moderate and Severe Disabilities</i> (pg. 364-381). New York: Guilford Press.</p> <p>(posted to BB)</p>	
Session 15	-Semester wrap-up	<p>-Kugelmass, J.W. & Rainforth, B. (2003). Searching for a pedagogy of success. In J. Kugelmass & B. Rainforth (Eds.), <i>Curriculum and Instruction for all Learners</i> (pg. 3-26). Baltimore: Paul H. Brookes. On BB site</p> <p>-Complete pedagogy statement and bring to class for discussion</p>	-Halvorsen & Neary, chp. 8	Final projects

MAJOR ASSIGNMENTS

1) Site-based Needs Assessment; PS: 2,4

(found in Halvorsen & Neary text): The purpose of this assignment is to use the needs assessment found in the Halvorsen and Neary text to identify those areas in which your school/placement has

implemented structures that facilitate the inclusion/integration of students with disabilities into general education classrooms and other school environments. The tool addresses areas of: school environment, school climate, staff integration and collaboration, and student inclusion. You will use results from the needs assessment to develop an action plan of three areas for potential change. **75 points**

- 1) Complete the Site-level assessment tool (Halvorsen & Neary, 2009). Get input from multiple stakeholders at your site. After completing the Site-Level Needs Assessment, identify/articulate what emerged as strengths and concerns for each of the 4 areas of the assessment tool (e.g. environment, school climate, staff integration and collaboration, and student inclusion). **(40 pts)**
- 2) Next, identify and discuss two overall, critical strengths and two overall, critical concerns about inclusivity at the site. Do this based on your interpretation of the entire assessment tool **(20 pts)**
- 3) Describe an information-sharing project designed to address one of the areas of concern you discuss above. This description should identify targeted audience, content to address/include, a description of the information-sharing activity (e.g. a staff training in a topical area, community meeting with families and teachers, etc), and a statement about the activity could be evaluated. The format is open-ended. Please be sure I can clearly understand how the activity is related to an area of concern that was identified via the Site-Level Needs Assessment tool. **(25 pts)**.

2) (Dis)ability Awareness Materials Review; PS: 14; MS: 2,3; TPE: 4

The purpose of this assignment is to select and critically evaluate materials (books, films, internet resources) about disability. Checklists to evaluate children/young people’s literature and can be found on course BlackBoard site. Evaluate one film and one piece of children’s literature appropriate for the grade level you teach. **25 points each; 50 points total**

Checklist to Evaluate Literature Used to Promote Diversity and Ability Awareness

Title:

Author:

ILLUSTRATIONS	Yes	No	Not Present
1. Stereotypes are <i>not</i> promoted in this book.			
2. All of the characters are depicted as genuine individuals with distinctive features.			
3. The characters with disabilities have leadership and active roles in the story.			
STORYLINE	Yes	No	Not Present
1. The character(s) with disabilities are accepted for their own individual behaviors.			
2. The character(s) with disabilities help resolve problems.			
3. The achievements of character(s) with disabilities are based on their own initiative and skills.			
EMBEDDED VALUES	Yes	No	Not Present
1. The character(s) with disabilities are <i>not</i> portrayed as			

heroic, superheroes, or overcoming their disability.			
2. The character(s) with disabilities are <i>not</i> portrayed as pitiful, depressed, infantile, and/or helpless.			
3. Differences in abilities are explored and understood (versus marginalized or ignored).			
RELATIONSHIPS	Yes	No	Not Present
1. The characters with disabilities are in valued roles.			
2. The relationships between characters with and without disabilities are reciprocal in nature.			
LANGUAGE	Yes	No	Not Present
1. This book has no “loaded” words.			
2. People-first language is used.			
3. This book uses age-appropriate language for targeted audience.			
Overall evaluation of the book:			

Adapted from J.Maier, SFSU, Spring 2011 & Diane Nasatir’s *Checklist to Evaluate Children’s Books that Address Disability as a Part of Diversity*

Checklist to evaluate film/video representation of disability for (dis)ability awareness:

Title:

Year made:

<i>Positive Representations</i>	<i>Yes</i>	<i>No</i>	<i>Example(s)</i>
The person with a disability...			
1. Has a complex personality and full range of emotions			
2. Interacts as an equal			
3. Is part of inclusive and integrated communities			
4. Is portrayed as an ordinary person without superhuman abilities			
5. Provides insight into societal barriers			
6. Is shown in age-appropriate relationships with other, including people without disabilities			
<i>Negative Representations</i>	<i>Yes</i>	<i>No</i>	<i>Example(s)</i>
The person with a disability is portrayed as...			
1. pitiable and pathetic			
2. an object of violence			
3. sinister or evil			
4. a superhero who “overcomes” their disability			
5. laughable			

6. a burden			
7. infantile or childlike			
8. living separated mainstream society			
Language	Yes	No	Example(s)
1. People-first language is used			
2. “Loaded” language is not present			
Embedded Values	Yes	No	Example(s)
1. Inclusion of people with disabilities in broader society			
2. Difference in abilities is realistically explored and <u>not</u> exploited, marginalized, or ignored			
3. Stereotypes about disabilities are not promoted			
Involvement of members of the disability community	Yes	No	Example(s)
1. Actors with disabilities are used in main and/or extra roles			
2. People with disabilities are partner in writing, directing, or producing films			
3. Directors, writers, and producers gather information, technical assistance, and feedback from relevant people in disability communities and experts in the field			
<u>Overall evaluation of the film:</u>			

Adapted from Safran, S. (2000). Evaluating Positive and Negative Representations and Maier, J. (2011), SFSU.

3) Curricular Access & Adaptations for “Max” or “Peter;” PS: 3,7,12,13

Choose a partner who is working at a similar grade level as you. After watching specific episodes of “Parenthood” or “Educating Peter” (depending on which Education Specialist you are receiving) you will develop a set of instructional and classroom supports, utilizing content from across the semester. Instruction supports need to utilize methods of differentiation/components of UDL, and needs to include at least 3 individualized accommodations and/or modifications. You should also include at least 2 instructional activities and can consider using peer supports, classroom management strategies, and communication supports. Articulate what is positive about Max’s/Peter’s classroom and how you might build on the positive characteristics of Max’s/Peter’s current educational program. **75 points**

You will develop a set of instructional and classroom supports, utilizing content from across the semester. Specifically, the components of this assignment will be:

1. Include a cover sheet that gives a brief narrative of what you want to build on (anything positive that you noticed in the video), the grade level and subject area that the lesson and individualized curricular supports are developed in, and any other information that will orient me to the classroom “snapshot” that you are developing.

10 points

2. Use the template on CAST’s Lesson Builder site (link will be included on BB under “Syllabus and Assignments” tab). Develop a lesson in a curricular area of your choosing and in a grade level appropriate for your own classroom. Please feel free to use a lesson plan that you have already developed or will teach in the near future. Use the numerals on the “UDL Guidelines” worksheet (also posted to BB) to indicate, within your lesson plan, where/how you are addressing and embedding various components of UDL. **There are two formats/templates in the BB folder; use whichever one you feel most comfortable with*

25 points

3. Remember (and re-watch, if necessary) the documentary “Educating Peter” or episode clips of “Parenthood.” Please develop a plan for utilizing 3, individualized *adaptations* (accommodations or modifications). Utilize the model for adaptation decision-making introduced in class. It is also posted to BB. Remember that you can embed the use of peers, various classroom management strategies, and/or communication tools within this.

25 points

Decision-making model of developing *adaptations* (both accommodations and modifications):

1) ID the goal(s) and content of the general education lesson or activity	
2) Determine if the student can actively participate and achieve the same essential learning outcomes as other students.	
IF NOT... 3) ID the student’s individual educational goal(s) and/or objectives to be addressed during the general education lesson Consider....	
Designing modified materials: (articulate part of lesson or activity where a student needs modifications) <i>Same learning activity with different learning objectives</i> <i>Same learning activity with different volume, shortening, etc.</i> <i>Using instructional modifications</i>	

<p><i>Using modified materials or devices</i></p> <p>*copy/paste this cell below as many times as needed to ID all modifications needed for an individual student within a lesson</p>	
Utilizing natural supports	
Utilizing peer supports	
Changing the physical environment	
Employing student-specific teaching strategies	

- 4) Create a rubric for students to articulate all of the possible ways that they can demonstrate what they have learned, that will support students in planning for the evaluation of their learning, and that identifies how they will be held accountable. There were some examples on the CAST site, as well as in the slides from the differentiation/UDL lecture.

25 points