

EDIS 3020 & 5000: The Exceptional Learner 3 Credit Hours

Curriculum Instruction and Special Education Department Spring 2014

Registration requirements: None

January 13 – May 5

Mondays, 6:30 PM-9:00 PM, Physics Building, Room 203

Final Exam: Monday, May 5th @ 6:30 PM

**Instructor**

Michael J. Kennedy, Ph.D. Assistant Professor

Office: 327 Bavaro Hall Office Hours: By Appointment, Mondays 1-3

# Email: MKennedy@Virginia.edu Phone: (434) 924-0827

**Teaching Assistants**

Sarah Dillon

sed2u@virginia.edu

Kat Alves Shanna Hirsch

katalves@virginia.edu Shanna.hirsch@virginia.edu

**Description**

An intensive introduction to the study of exceptional children and adults. Focuses on extending principles of learning and intellectual, socio-cultural, emotional, and physical development to persons with disabilities, as well as the gifted, autism, traumatic brain injury, ADD, and ADHD. Information on medical conditions which influence learning and development is also provided.

**Learning Objectives**

1. To learn the key components of special education and the responsibilities of the general and special educator

1. What is special education and how does it work? Why is special education necessary? What is the history of special education?
2. What is IDEA and what is the role of the general and special educator in terms of interpreting and implementing each of its six principles? How does IDEA converge with NCLB?
3. What is an IEP? What are the roles and responsibilities of the general educator for writing, updating, and implementing the IEP? What are the roles of the other people involved in writing an IEP?
4. Generally, what responsibilities fall to the general and special educator in terms of ensuring individuals with disabilities have appropriate access to accommodations and modifications on assignments and assessments?
5. What is universal design for learning (UDL)? What are the responsibilities of general and special educators in terms of ensuring student progress in the general education curriculum through universally designed instruction?
6. What are the key legal responsibilities for general and special educators who teach individuals with disabilities?
7. What is inclusion, who benefits, and why is it important?
8. What role does technology play in the education of students with disabilities? How can general and special educators use technology to improve the effectiveness of their instruction for all learners?
9. What is the role of data-driven decision-making, evidence-based practices, and Response to Intervention (RtI) when teaching any student, but especially students with disabilities?
10. What are the responsibilities of general educators in terms of collaborating with special educators, paraprofessionals, and other service providers?
11. What are the responsibilities of general and special educators in terms of communicating with and working alongside families to ensure proper IEP implementation and progress within the general education curriculum for students with disabilities? What techniques can be used to partner with families?
12. What are the roles of positive behavioral interventions and supports (PBIS) and other evidence-based behavior strategies when working with individuals with disabilities?

2. To learn the characteristics of individuals with exceptionalities

1. What are the learning, physical, communication, social, behavioral, and other relevant educational needs and characteristics of students with the following exceptionalities:
	1. Learning Disabilities (LD)
	2. Autism Spectrum Disorders
	3. AD/HD
	4. Speech/Language Impairments
	5. Intellectual Disabilities
	6. Emotional Behavioral Disorders (EBD)
	7. Vision and Hearing Impairments
	8. Physical Disabilities and Other Health Impairments (OHI)
2. As a future general or special educator, or therapist, what would instruction need to look like in order to fully implement the requirements of IDEA and students’ IEPs in your classroom?

**Instructional Methods**

This on-grounds course is comprised of a variety of instructional methods. Students are expected to attend class, participate in lectures and activities. Prior to coming to class content will be provided to students through written text (e.g., textbook and articles) in addition to multi-media content (e.g., CAPs).

**Course Texts**

*Required Text*

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: Introduction to special education (12th edition)*. Boston: Allyn & Bacon.

*Materials*

1. Content Acquisition Podcasts (CAPs): CAPs are short, multimedia-based instructional vignettes that deliver instruction for core content in the course. Each CAP is between 5-10 minutes in length, and uses rich visuals (images and some text) and narration to help supplement and augment your learning. Over the past several semesters, this instructional team conducted various research studies to confirm CAPs’ capacity to improve student learning. Results show CAPs are an effective practice. Not everyone will like/prefer to use CAPs as they are different from traditional podcasts you might be accustomed to. We ask that you give them a fair chance, but your feedback is always welcome. The CAPs for the course are available on Collab and [www.SPEDIntro.com](http://www.SPEDIntro.com)

In many ways, we use CAPs to “flip the course” in that you are responsible for learning key content at home prior to class so we can conserve face-to-face time to visit with experts and other special guests, do hands-on activities, and basically avoid lecturing you on information you read in the book. We will not use class time to lecture on information available in the CAPs or textbook. This semester is a significant move for our instructional team towards making this a Hybrid Course, so candid feedback on how this new format works for your learning needs will be sought at regular intervals.

2. Practitioner-friendly articles: Available on Collab and are organized by week.

**Course Outline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topic** | **Readings/CAPs** | **Teaching Strategy** | **Assignment Due** |
| 1/13 | Course IntroductionWhat is Special Education? What is IDEA? What is the history of Special Education? | Chapter 1 CAP on IDEA <https://vimeo.com/19491639> Russell (2008)Cook (2003)Gingerich (2014) | Syllabus ReviewLecture & Discussion |  |
| 1/20 NoClass |  | Participate in an event relating to MLK’s Birthday Celebration  |  | Reflection prompt from the end of class on 1/13 should be submitted to Collab by 6:30 PM on 1/20 |
| 1/27 | What is an IEP? What are Accommodations and Modifications? | Chapter 2deBettencourt (2002)CAP on IEP and IEP vs. 504 <https://vimeo.com/58486686> <https://vimeo.com/73578456>CAP on Accommodations vs. Modifications <https://vimeo.com/73576320> CAP on Related Service Providers <https://vimeo.com/73637585> | Lecture & DiscussionSample IEP Hands-On Activity | Three questions about IEPs to be submitted via collab by 6:30 PM on 1/27  |
| 2/3 | What is the role of Assessment in Special Education? How are students identified for special education services?What is RtI? What is Universal Design for Learning (UDL)?  | CAP on Assessment <https://vimeo.com/73574056> CAP on RTI <https://vimeo.com/60049674>CAP on UDL <https://vimeo.com/60043750> CAP on SPED Identification  | Special Guest: Patrick Farrell Director of Special Education, Charlottesville City SchoolsLecture & Discussion | 3 Questions for Mr. Farrell due to Collab by 6:30 PM on 2/3 |
| 2/10 | What is the role of parents and families in the education of students with disabilities? How can teachers work effectively with families?What is the role of multiculturalism in Special Education?What is Transition?  | Chapters 3 and 4Kellems (2010) Lo (2012)Diliberto & Brewer (2012)Richards (2008)Film (58 minutes): *Including Samuel* CAP on Families <https://vimeo.com/74144218> CAP on Transition <https://vimeo.com/73584121>  | Special Guest: Dan Habib, Filmmaker & Parent  | 3 Questions for Mr. Habib due to Collab by 6:30 PM on 2/10Accessibility Scan due to Collab by 6:30 PM on 2/10 |
| 2/17 | What are the characteristics of students with ADHD? What are EBP for teaching students with ADHD? What are the characteristics of students with OHI? | Chapter 7Harlacher (2006)Mulrine (2008)CAPs on ADHD (Part 1, Part 2)<https://vimeo.com/75711954><https://vimeo.com/75715077> Chapter 14CAP on OHI (Part 1, Part 2) | Special Guest:Dr. Michael Kofler, Assistant Professor, U.VaLecture, Discussion, & Demonstration of Evidence-Based Practices | 3 Questions for Dr. Kofler due to Collab by 6:30 PM on 2/17Turn in the name and date of the person you are going to interview via collab by 6:30 PM on 2/17 |
| 2/24 | What are characteristics of students with LD? What are evidence-based practices (EBP) for teaching students with LD?  | Chapter 6Hagaman et al., (2010): RAPWhitaker (2006) Optional Readings:Zirkel (2010) King-Sears (2010) Therrien (2006)CAPs on LD (Part 1, Part 2) <https://vimeo.com/72439473>CAP on Reading Disabilities <https://vimeo.com/78354776>   | LectureLecture, Discussion, & Demonstration of Evidence-Based Practices Optional CAP on Phonemes and Letter Sounds <https://vimeo.com/73774052> Optional CAP on Phonemic Awareness <https://vimeo.com/73798872> Optional CAP on the Alphabetic Principle <https://vimeo.com/74393750> Optional CAP on Phonics Instruction <https://vimeo.com/75048911> Optional CAP on Word Learning Strategies <https://vimeo.com/37764041>Optional CAP on Vocab Instruction <https://vimeo.com/32156689>Optional CAP on Keyword Mnemonic Strategy <https://vimeo.com/37765820> Optional CAP/Video on Reading Instruction <https://vimeo.com/52186714> Optional CAP on Phonological Awareness <https://vimeo.com/40105175> | Nothing Due |
| 3/3 | What are the characteristics of students with communication disorders? What are EBP for teaching students with communication disorders?What is Assistive Technology (AT)?**Midterm Exam** | Chapter 10CAPs on Communication Disorders (Part 1, Part 2)CAP on Assistive TechnologyBauer (2010)Sunderland (2004) | Lecture, Discussion, & Demonstration of Evidence-Based Practices**Midterm Exam in Class**  | Nothing Due – Study!  |
| 3/10Spring Break |  |  |  | Don’t do anything that will jeopardize your future employment as an Educator or Therapist  |
| 3/17 | What are the characteristics of students with Intellectual Disabilities and other Low Incidence Disabilities? What are EBP for teaching these students?What are the characteristics of students who are deaf or hard of hearing? Blind? What are EBP for teaching these children? | Chapters 5 & 13Klienert et al., (2012) Parrish (2009)Fenlon (2008)Chapters 11 and 12Sebald (2007)Optional Readings:Luckner (2012)Griffin (2012)CAPs on Intellectual Disability (Part 1, Part 2) <https://vimeo.com/77500466> <https://vimeo.com/77506320> CAP on Video Modeling <https://vimeo.com/77513695> CAP on Self-Determination <https://vimeo.com/77511660> CAPs on Deaf and Hard of Hearing (Part 1, Part 2)CAPs on Vision Impairments (Part 1, Part 2) | Special Guest:Ms. Gail Epps, Special Education Teacher (Severe & Profound)Special Guest: Ms. Judith Franco, Special Education Teacher (Hearing Impaired)Lecture, Discussion, & Demonstration of Evidence-Based Practices | 3 Questions for Ms. Epps and 3 Questions for Ms. Franco due to Collab by 6:30 PM on 3/17LD Case Study due to Collab by 6:30 PM on 3/17 |
|  |
| 3/24 | What are the characteristics of students with Autism Spectrum Disorders? What are EBP for teaching students with ASD? | Chapter 9CAPs on ASD (Part 1, Part 2) <https://vimeo.com/72518420> <https://vimeo.com/78081527> CAP on ABA Therapy Ryan (2011)Goodman (2007)Carnahan (2011)Ganz (2011) | Special Guest: Ms. Diane Telarico-CavanaughLecture, Discussion, & Demonstration of Evidence-Based Practices | 3 Questions for Ms. Telarico-Cavanaugh due to Collab by 6:30 PM on 3/24Complete Google Doc for Disability Spotlight Project by 3/24.  |
| 3/31 | Autism – Night #2&What are important issues in Early Childhood Special Education that all educators and therapists need to be aware of?  | CAPs on Early Childhood Special Education  | Special Guest: Dr. Dan Shapiro, M.D. (Developmental & Behavioral Pediatrician) Special Guest: Ms. Lindsey Rabideau, U.Va Doctoral Student and former teacherLecture, Discussion, & Demonstration of Evidence-Based Practices | Case Study on Communication Disorders due to Collab by 6:30 PM on 3/31 |
| 4/7 | In Class Research Activity | No Readings or CAPs!  |  | Nothing Due |
| 4/14 | What are best practices for collaborating or co-teaching with special education teachers and para-educators? | CAP on Collaboration and Co-Teaching <https://vimeo.com/79203474> CAP on ParaprofessionalsSileo (2010) Murawski (2012)  | Special Guest – Elementary and Secondary Co-Teaching Teams demonstrate and discuss effective practicesLecture, Discussion, & Demonstration of Evidence-Based Practices | 3 Questions for our Co-Teaching Teams due 4/14 to Collab. Practitioner or Individual with a Disability Interview due to Collab by 6:30 PM on 4/14 |
| 4/21 | What are the characteristics of students with Emotional or Behavioral Disorders (EBD)? What are EBP for teaching students with EBD?What is PBIS?  | Chapter 8CAPs on EBD (Part 1, Part 2) <https://vimeo.com/74652921> <https://vimeo.com/74661674> CAP on PBIS <https://vimeo.com/14630006>CAP on Classroom Rules & Expectations <https://vimeo.com/83862637>CAP on Classroom Management Strategies <https://vimeo.com/39594297> Solar (2011) Sayeski (2011) Simonsen (2008) | Lecture, Discussion, & Demonstration of Evidence-Based Practices PBIS Film Festival | Autism Case Study due to Collab by 6:30 PM on 4/21 |
| 4/28 | Disability Show CaseFinal Exam Review |  | Group Presentations | Disability Spotlight due by 6:30 PM (in class and via Collab) on 4/28 |
| 5/5 | Final Exam (Regular Time and Place) |  |  | Study!  |

*\*****All assignments must be submitted via the Assignment tab on Collab****. In order to get credit for assignments completed with a partner both students must upload the document to their UVA Collab page. Please note that no late work will be accepted without a* ***PREARRANGED*** *excuse documented by the instructor.*

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Date Due** | **Assignment Value** |
| Attendance & Reflections/Questions for Guests | Ongoing | 5% |
| Accessibility Scan | 2/10 | 10% |
| Case Studies (3) | Learning Disabilities: 3/17Communication Disorders: 3/31Autism Spectrum Disorders: 4/21  | 30% (10% each) |
| Practitioner or Individual with a Disability Interview | 4/14 | 10% |
| Disability Spotlight | 4/28 | 10% |
| Midterm Exam | 3/3 | 15% |
| Final Exam  | 5/5 | 20% |

**Grading**

Students in Exceptional Learners are expected to complete all assignments and will be graded according to the following scale:

|  |
| --- |
| Grading Scale |
| 99-100% | A+ |   | 80-83% | B-  |
| 93-98% | A |   | 77-79% | C+ |
| 90-92% | A- |   | 73-76% | C |
| 87-89% | B+ |   | 72% and below  | C- |
| 84-86% | B |   |  |  |

**Assessments**

* **Attendance & Reflections/Questions for Guests (on-going, 5%):** This is one of the most critical courses you will take during your undergraduate preparation to become a professional educator. Your regular attendance and participation in class will help ensure readiness to work with students with exceptionalities regardless of your certification area. The course has been designed to promote individual and group investigations into the characteristics, needs, and effective strategies for teaching students with exceptionalities—your participation in these investigations is needed to ensure your optimal learning and the learning of your classmates. Therefore, regular attendance will be taken, and a participation grade (derived from attendance and contributions) for the semester will be awarded. **A NOTE ON LAPTOP USE IN CLASS:** we recognize that for many students taking notes on a laptop is more convenient than taking notes on paper and makes for a more efficient and effective learning environment. The use of laptops for the purpose of taking notes and working on in-class exercises is acceptable. HOWEVER, laptops also pose significant distractions, to the student using the laptop as well as to the students sitting around him or her. Laptop use for purposes other than class related work will not be tolerated and will result in decreased participation grades, at a minimum. Please be respectful of your peers, as well as your instructor, in the use of laptops in the classroom.
* **Accessibility Scan (Due 2/10, 10%):** You and a partner (of your choice) will visit sites to determine if they are accessible to individuals with disabilities. You and your partner will present your findings and recommendations in a 2-3 page paper.
* **Case Studies (Due 3/17, 3/31, 4/21, 10% each):** A key learning mechanism in this course will be case studies of individuals with exceptionalities who are to be taught in YOUR future classroom or setting. You will apply knowledge of the relevant disability characteristics & evidence-based practices to develop a student-specific, universally-designed, grade/content appropriate teaching plan for the case’s student and answer questions about the student. Case studies will be brief (2-4 page) written reports.
* **Practitioner or Family Member Interview (Due 4/14, 10%):** You will conduct an interview (minimum of 30 minutes) with a current or retired general or special education teacher, speech/language therapist, or other relevant professional with a position similar to the kind of job you want to obtain following graduation. You may also interview an individual with a disability. The purpose of the interview and this assignment is to get a sense of how your selected educator includes and teaches individuals with exceptionalities in his or her classroom, and to gain insight and understanding into how special and general education converge. If you interview an individual with a disability, it will be to gain insight into how they are included in various educational settings. You will be expected to produce a written report (7-10 pages) that contains the questions you asked and a synthesis of the responses (not a transcript). Your primary grade (and the majority of your paper) is based off of your reflection to their responses.
* **Disability Spotlight (Due 4/28, 10%):** You and your small team (no more than 5 students per group) will create either a poster, or video to be presented on 4/28 as part of our Disability Spotlight Fair. Your poster should include multiple modes of representation, be interactive, and include a handout. If you choose to make a video, the contain elements noted on the assignment sheet/syllabus. **The spotlight will contribute to 15% of your final grade.**
* **Midterm Exam (3/3, 15%):** An exam covering content from the first half of the course will be administered during class on 3/3. Content will be from the CAPs, textbook, lectures, and guest speakers. The format is primarily multiple choice/matching/T&F, and short essay.
* **Final Exam (5/5, 20%):** A final, comprehensive exam willencapsulate all course content, although an emphasis will be on content since the midterm. The format is primarily multiple-choice/matching/T&F, short essay, and a case study based essay.

**Resources**

**On-Line Resources:**

* [www.cec.sped.org](http://www.cec.sped.org) Council for Exceptional Children
* [www.TeachingLD.org](http://www.TeachingLD.org) Division for Learning Disabilities Website
* [www.nichy.org](http://www.nichy.org) On-line publications on exceptionality
* [www.ed.gov/offices/OSERS](http://www.ed.gov/offices/OSERS) Office of Special Education
* [www.tesol.org](http://www.tesol.org) TESOL
* [www.ldonline.org](http://www.ldonline.org) Learning Disabilities Online
* [www.ld.org](http://www.ld.org) National Center for Learning Disabilities
* [www.cldinternational.org](http://www.cldinternational.org) Council for Learning Disabilities
* [www.autism-society.org](http://www.autism-society.org) Autism Society of America
* <http://www.autismspeaks.org/> Autism Speaks
* <http://www.ccbd.net/> Council for Children w Behavior Disorders
* <http://www.aaidd.org/> Association for Intellectual/Dev Disabilities
* <http://www.chadd.org/> Children and Adults with ADHD
* <http://www.tash.org/index.html> Equity for Individuals with Disabilities

**Some Recommended Journals:**

* *Remedial and Special Education Behavior Disorders*
* *Journal of Learning Disabilities Exceptional Children*
* *Learning Disability Quarterly Autism*
* *Journal of Special Education*
* *Teaching Exceptional Children Exceptionality*
* *The Elementary School Journal The Reading Teacher*
* *Intervention in School and Clinic Focus on Exceptional Children*

**University Email Policy**

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**University of Virginia Honor System**

All work should be pledged in the spirit of the Honor System of the University of Virginia.The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge must be signed by the student. For more information please visit <http://www.virginia.edu/honor/>.

**Special Needs**

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.),should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the LNEC*:* 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the U.Va. Special Needs website at <http://www.virginia.edu/studenthealth/lnec.html>.

***Accessibility Scan***

1. Students will complete this assignment in pairs.
2. Using the guidelines provided in class, pairs will evaluate the accessibility of buildings and their surroundings.
3. Each pair will submit a 2-3 page report on their findings.

Things to consider:

1. At least one accessible route provided within the boundary of the site.
2. Ample handicapped parking spaces.
3. Proper restrooms.
4. Proper ramps or elevators.
5. Accessible doorways.
6. Drinking fountains.
7. Telephones.
8. Proper seating.
9. Pathways for wheelchair usage.
10. Curb ramps.
11. Use of Braille.
12. Food service lines.

Place to scan (choose 5 – at least 1 must be from the Corner):

1. Bavaro Hall
2. The Castle (dining)
3. Aquatic and Fitness Center
4. UVa Bookstore
5. Alderman Library
6. Newcomb Hall
7. The Rotunda
8. Bodo’s (on the Corner)
9. Mincer’s (on the Corner)
10. Michael’s Bistro (on the Corner)

Accessibility Scan Rubric

Points: \_\_\_ / 18

1. Did students visit five locations?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Students did not visit any of the assigned locations | Students visited one to two of the assigned locations | Students visited three to four of the assigned locations | Students visited five of the assigned locations |

1. Did students check locations for adherence to ADA guidelines?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Students did not check any locations for ADA guidelines | Students checked one to two locations for ADA guidelines | Students checked three to four locations for ADA guidelines | Students checked all five locations for ADA guidelines |

1. Did students report findings for all locations?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Students did not report findings for any locations  | Students reported findings for one to two locations  | Students reported findings for three to four locations  | Students reported findings for all five locations  |

1. Did students reflect on the accessibility of each location?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Students did not reflect on the accessibility of any locations  | Students reflected on the accessibility of one to two locations  | Students reflected on the accessibility of three to four locations  | Students reflected on the accessibility of all five locations  |

1. Did students provide recommendations for locations?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Students did not provide recommendations for any locations  | Students provided recommendations for one to two locations  | Students provided recommendations for three to four locations  | Students provided recommendations for all five locations  |

1. Does the paper follow APA guidelines for appropriate spelling and mechanics?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Paper included many grammatical and spelling errors  | Paper included frequent grammatical and spelling errors | Paper included several grammatical and spelling errors | Paper included few, if any grammatical and spelling errors  |

**Rubric for Case Studies**

A key learning mechanism in this course will be case studies of individuals with exceptionalities who are to be taught in YOUR future classroom or setting. You will apply knowledge of the relevant disability characteristics & evidence-based practices to develop a student-specific, universally-designed, grade/content appropriate teaching plan for the case’s student and answer questions about the student. Case studies will be brief (2-4 page) written reports.

1. What is the student’s disability? What are the characteristics of students with this disability, broadly speaking? Use your textbook & other sources of info

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Student’s disability is not correctly identified and few characteristics are given. | Student’s disability is correctly identified but few characteristics are given.  | Student’s disability is correctly identified and some characteristics are given. | Student’s disability is correctly identified and many characteristics are given. |

2. How will this disability impact your student’s learning in the classroom?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| No impacts of the disability on the student’s learning are given. | Few impacts of the disability on the student’s learning are given. | Some impacts of the disability on the student’s learning are given. | Many impacts of the disability on the student’s learning are given and clearly explained. |

3. What accommodations does the student have access to?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| No accommodations are named. | Few accommodations are named. | Many accommodations are named. | Many accommodations are named and explained. |

4. What are the strengths of this student? How will you use those strengths to design an instructional plan for the student?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| No strengths are listed | Some student strengths are listed  | Many strengths are listed, but there is no explanation of how they will be used in instruction | Many strengths are listed, are there is an explanation of how they will be used in instruction |

5. Based on an analysis of the goals and objectives of the student, what is your prediction of the areas in your course where the student will struggle?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| A prediction of where the student might struggle is not included. | A prediction of where the student might struggle is included but not appropriate or explained. | A prediction of where the student might struggle is appropriate, but not adequately discussed. | A prediction of where the student might struggle is included and discussed. |

6. What outside resources do you plan to use to help the student be successful? (i.e. organizers, learning strategies, videos, alternative presentation modes, etc). Give a justification for each.

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| No outside resources are given. | Some outside resources are given but not justified. | A few outside resources are given and justified. | Several outside resources are given and justified. These resources make instruction more accessible. |

7. How do you plan to communicate with the other teachers and therapists that the student works with, as well as parents?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| No communication methods are given. | Few communication methods are given. | Some communication methods are given and explained. | Many thoughtful communication methods are given and explained. |

8. How will you measure progress in your lessons, and towards the student’s IEP goals and objectives? How will you report this progress?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| No plan for progress monitoring is included. | A plan for monitoring progress is included but it is not related to the student’s IEP goals. | A plan for monitoring progress is included and connected to the student’s IEP goals, but there is no mention of reporting requirements. | A plan for monitoring progress is connected to the lesson objectives and the student’s IEP objectives, and a plan for reporting this progress is included. |

9. Write a summary paragraph about your student based on what you know from the case descriptions and IEP.

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| Summary paragraph is missing. | Summary paragraph is missing important information. | Summary paragraph includes most of the pertinent information. | Summary paragraph includes all of the pertinent information in a concise manner that demonstrates full understanding. |

Comments:

**Rubric for Interview Assignment**

**Assignment**: You will conduct an interview (minimum of 30 minutes) with a current or retired general or special education teacher, speech/language therapist, or other relevant professional with a position similar to the kind of job you want to obtain following graduation.  You may also interview an individual with a disability.  The purpose of the interview and this assignment is to get a sense of how your selected educator includes and teaches individuals with exceptionalities in his or her classroom, and to gain insight and understanding into how special and general education converge.  If you interview an individual with a disability, it will be to gain insight into how they are included in various educational settings.  You will be expected to produce a written report (7-10 pages) that contains the questions you asked and a synthesis of the responses (not a transcript). Your primary grade (and the majority of your paper) is based off of your reflection to their responses.

1. Did the student interview someone in their future field or closely related, or a person/family member with a disability, and their write-up clearly describes the person in terms of where they work, how long they have been teaching, and their experiences with individuals with disabilities.

|  |  |  |
| --- | --- | --- |
| 0 | .5 | 1 |
| The student **did not** interview someone in their future field or closely related, or a person/family member with a disability, **and** their write-up does not describe the person in terms of where they work, how long they have been teaching, and their experiences with individuals with disabilities. | The student interviewed someone in their future field or closely related, or a person/family member with a disability, **but** their write-up does not describe the person in terms of where they work, how long they have been teaching, and their experiences with individuals with disabilities. | The student interviewed someone in their future field or closely related, or a person/family member with a disability, **and** their write-up describes the person in terms of where they work, how long they have been teaching, and their experiences with individuals with disabilities. |

1. Did the student ask relevant questions about teaching/working with or living with/as a person with a disability?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 2 | 3 |
| The student **did not** ask relevant questions  | The student asked 1-5 relevant questions.  | The student asked 6-9 relevant questions. | The student asked 10 or more relevant questions. |

\*“What is your name? Where do you work? How long have you been a teacher?” do not count as questions. A better example would be “what are some strategies that you have found effective when working with students with disabilities?”

1. Did the student discuss and analyze the implications of the interviewee’s responses in terms of what it means for you a future teacher/interventionist/community member for individuals with disabilities?

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 3 | 6 | 10 |
| The student did not analyze and discuss the implications of the interviewee’s responses in terms of what it means for them as a future teacher/interventionist/ community member for individuals with disabilities  | The student briefly analyzed **and** discussed the implications of the interviewee’s responses in terms of what it means for them as a future teacher/interventionist/ community member for individuals with disabilities. The analysis was at a surface level and did not include depth. | The student provided a detailed analysis of the interviewee’s responses in terms of what it means for them as a future teacher/interventionist/community member for individuals with disabilities, but did not discuss any implications. | The student provided a detailed analysis **and** discussion of the implications of the interviewee’s responses in terms of what it means for them as a future teacher/interventionist/community member for individuals with disabilities |

An example of a surface level analysis is “I found it really interesting what he said and think that it really connected to what we have been learning in class.” This is not enough to get full credit.

The kind of response we are looking for is more along the lines of “I noticed that the teacher provided different worksheets for each student, which probably has something to do with their IEP goals and individualizing instruction to meet the needs of each student (ANALYSIS OF WHAT YOU OBSERVED). In my future career, I will try to plan my instruction in this way, where I have activities at an appropriate level for each student that target their needs (IMPLICATIONS). You need both parts – an analysis of what you saw and how it connects to what we’ve learned in class AND what it means for you in the future to get full credit.

1. Does the paper follow APA guidelines for appropriate format, spelling, and mechanics (7-10 double spaced, typed pages with 12 point font, in a Microsoft Word document)?

|  |  |  |
| --- | --- | --- |
| 0 | .5 | 1 |
| Paper included many grammatical and spelling errors and the format did not adhere to the APA guidelines.  | Paper included frequent grammatical and spelling errors or the format did not adhere to the APA guidelines. | Paper included few, if any grammatical and spelling errors and adhered to the APA guidelines.  |

**Disability Spotlight (Due , 15%):** You and your team will prepare a poster on a specific disability. Your presentation should include multiple modes of representation, be interactive, and include a handout.

1. Team up with up to 4 EDIS 3020/5000 students. If you need help finding a partner please email MK or your TA.
2. You and your team will identify 3 disabilities that you would like to study in-depth.
	* + This should not be one of the broad disability groups that we covered in class (e.g., autism, emotional behavior disorders). You may choose any sub-topic of any of the disabilities covered in class. **Examples** (*These are only some of the possible disabilities that can be presented*)**:** Rett’s disorder, apraxia, aphasia, dyslexia, dyscalculia, dysgraphia, post-traumatic stress syndrome, anxiety disorder, depression, Bipolar disorder, Down syndrome, Fragile X syndrome, macular degeneration
3. Complete the google doc by March 24th with your top three disability topics and your team’s information (only one person needs to fill this out):

[**http://tinyurl.com/DisabilitySpotlight**](http://tinyurl.com/DisabilitySpotlight)

1. Your presentation should provide a brief overview of the topic (including a definition, characteristics, etc.), evidence-based practices that can be used with this disability, include multiple modes of representation (e.g., short video clip, demonstration), be interactive (e.g., encourage class participation), and include a handout for each class member (prepare 26) that highlights the information you provided (include references).
2. You and your team will stand with your poster for 30 minutes to present your information.
3. Upload your presentation and materials to the Resources folder on Collab (Disability Spotlight) for your colleagues to view and use a reference.

Disability Spotlight Project Rubric

 Top of Form

Bottom of Form

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Fair****1 pts** | **Good****2 pts** | **Excellent****3 pts** |
| **Organization & Graphics**  | FairAudience has difficulty following presentation because student jumps around.Student occasionally uses graphics that rarely support text and presentation.  | GoodStudent presents information in logical sequence which audience can follow.Student's graphics relate to text and presentation.  | ExcellentStudent presents information in logical, interesting sequence which audience can follow.Student's graphics explain and reinforce screen text and presentation.  |
| **Presentation**  | FairStudent's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.Student is uncomfortable with information and is able to answer only rudimentary questions.  | GoodStudent's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.Student is at ease with expected answers to all questions, but fails to elaborate. | ExcellentStudent uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.  |
| **Disability Subject Knowledge**  | FairThe presentation provides a brief overview of the disability.  | GoodThe presentation provides a detailed overview of the disability but missed key characteristics.  | ExcellentThe presentation provides an in-depth overview of the disability and highlights key-concepts (characteristics).  |
| **Evidence-Based Practices**  | FairStudent provided limited information on evidence-based practices (e.g., the interventions presented do not meet evidence-based practices (citations, references were excluded) or were not appropriate for this population  | GoodThe student presented information on a few (2-3) evidence-based practices (included citations, references), that are appropriate for this population.  | ExcellentThe student presented information on multiple (4 or more) evidence-based practices (included citations, references) that are appropriate for this population.  |
| **Handout**  | FairThe student did not provide a handout.  | GoodThe student provided a handout however it did not highlight all of the information presented or include references or outside references.  | ExcellentThe student provided a handout it highlighted all of the information presented and include references along with outside resources.  |