



University of North Carolina at Wilmington

Watson School of Education

EDN 319 – 002

**MEETING NEEDS OF SPECIAL STUDENTS
IN ELEMENTARY SCHOOL**

3 Credit Hours

Fall 2011

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Office Hours: Monday (9:00 – 11:30; 1:30 – 4:30)

Tuesday (12:30 – 1:30; 3:30 – 5:00)

Thursday (2:00 – 4:00)

Other times by appointment

Meeting Dates: Tuesday/Thursday 11:00 AM – 12:15 pm

Location: Watson School of Education Bldg. Room: 387

Course Description:

This course will focus on strategies for meeting needs of individuals in elementary school classrooms. Students will study alternative methods for dealing with pupil differences that have an impact on academic and social behaviors. Characteristics of children with academic, intellectual, social-emotional, physical, cultural and language differences will be examined. Field experiences required.

Conceptual Framework:

This course is designed to focus on key components of the Watson School of Education conceptual framework <http://www.uncw.edu/ed/pdfs/cf.pdf>: The primary mission of the Donald R. Watson School of Education at the University of NC Wilmington is to develop highly competent professionals to serve in teaching and other educational leadership roles in southeastern NC, the state, and nation. The Watson School is committed to achieving excellence in teacher and administrator preparation in all of its programs. To realize the mission of the Watson School, thorough grounding in theoretical and empirical bodies of knowledge is provided, the educator's capacity to utilize knowledge to improve schools and enhance learning

by children and youth is developed, and commitment to personal, professional, and institutional development is fostered. Assignments in this course will assist students in preparing to be a competent professional and a leader.

Effective teachers must understand the cognitive, affective and psychomotoric needs of each child they teach in order to perform in a highly competent manner and to reflect carefully on the functional relationship between teacher made conditions and student behaviors. Responding correctly to the diversity of needs of each student allows for professional decision making necessary for teachers in a leadership position.

Required Texts:

Lewis, R.B., & Doorlag, D.H. (2011) Teaching special students in general education classrooms. (8th). Columbus, OH: Merrill.

Evertson, C.M., Emmer, E.T. & Worsham, M.E. (2008). Classroom management for elementary teachers (8th Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Course Packet (Handouts)

In addition to the required texts, it is **STRONGLY** recommended that you subscribe to the following web newsletters (all are FREE):

<https://www.smartbrief.com/ascd/index.jsp>

<http://www.smartbrief.com/news/cec> (CEC also has a Facebook page that you can join.)

<http://www.wrightslaw.com/> (Wrightslaw also has a Facebook page that you can join.)

Course Objectives (NCSDPI matching Core, Elementary, and Diversity standards in parentheses):

Upon successful completion of this course, the student will be able to:

- Describe and create a positive affective and effective classroom environment that fosters maximum academic and social growth of your students (D1:3).
- Generate examples of effective behavior management techniques used for teaching, increasing, restricting, decreasing, maintaining and transferring social behaviors in the classroom and school.
- Develop an appreciation for special needs in the areas of academic, social and motoric skills (C3).
- Describe characteristics of special needs students and identify selected teaching strategies for addressing these needs. (E7:6, E15.1, D2:3)
- Generate examples of considerations which allows for reflective teaching of learners with diverse multi-cultural backgrounds. (C3, E14.6, D4:3)
- Delineate strategies for consulting and collaborating with parents and other educators who are interacting with special needs and multi-cultural students. (E16.9)
- Locate, evaluate, select and utilize, through the use of computer based technology, appropriate teaching or learning resources in the areas of behavior management and educating special needs children (D5:2).

Course Requirements

ASSIGNMENT	POSSIBLE PTS
Exams (2 @ 100 points each) Mid-term and Final	200
Application Tasks (2 @ 50 points each)	100
Field Experience Report	100
Team-taught Presentation	50
Quizzes (6 @ 10 points each – lowest is dropped)	50
TOTAL	500

Grading Scale:

TOTAL # of PTS	GRADE
458-500	A
408-457	B
360-407	C
325-359	D
324-below	F

Descriptions of Class Assignments**1) Exams:**

Exams will cover both readings and other material covered in class (objective and essay questions). Exam I will cover establishing an effective learning environment. Exam 2 will cover teaching students with exceptionalities. (2 @ 100 points each = 200 points)

2) Application Tasks:

You will complete two tasks in which you will apply the material covered in class. Application Task I will require you to write a plan describing how you will design a classroom management plan. This task will cover readings from the Evertson & Emmer text. Application Task II will require you to write a narrative report describing strategies for integrating students with exceptionalities/cultural diversity into a general education classroom. This task will cover readings from the Lewis & Doorlag text. Rubrics and detailed instructions for completing each task will be placed on Blackboard. (2 @ 50 points each = 100 points)

3) Field Experience Report:

A **minimum of 10 hours** of observation/participation in an inclusive classroom at the elementary setting is required. At the end of the semester, you will submit a report detailing your experiences. You will be expected not only to observe but interact with the students and/or assist the classroom teacher. You should keep a written log of all of your

observations/interactions to facilitate the writing of the report. In addition to the written log, the field experience verification form must be signed at each visit by your partner teacher (<http://www.uncw.edu/ed/professionalexperience/fieldexperience.html#Materials>). At the end of the semester, **the written log and field experience verification form** will be turned in with your report. You are **REQUIRED** to complete the field experience to receive a grade for the course. Deadline to complete field experience requirements: **Wednesday, November 30.** (100 points)

4) Team-taught Presentation:

In teams of 2 – 3 students, you will be assigned supplemental readings on an area of exceptionality covered in the Lewis & Doorlag text. Each team will be responsible for retrieving information from other resources (e.g., Internet web sites, journal articles, current events) that address the area of exceptionality and strategies for an inclusive classroom. The focus should be on strategies teachers may implement as part of the Problem Solving Model. Each group will present (teach) the information to the class during the class session that exceptionality is covered in class. Your group will be responsible for creating a PowerPoint & handout of the resources. The PPT will be submitted to the professor **at least 3 days** before class. The rubric and detailed instructions will be placed on Blackboard. (50 points)

5) Quizzes:

Quizzes will cover both readings and other material covered in class. Three quizzes will cover material from the Evertson & Emmer text, and three quizzes will cover material from the Lewis & Doorlag text. The lowest quiz grade will be dropped. (5 @ 10 points each = 50 points).

Additional Information:

1) Professional Quality:

All work done outside class should be typed and of professional quality. Ten percent of the total points possible will be deducted if there are more than **two errors** (i.e., in grammar, spelling, or uncorrected typos). Directions should be carefully followed. If you do not understand the requirements of an assignment it is your responsibility to contact me for additional help prior to the session in which the assignment is due. All assignments should be double-spaced using Times or Times New Roman 12-point font. Standard English should be used in conversation and for written work.

2) Assignment Guidelines:

The student is responsible for the information provided on Blackboard (Bb) and the textbook. Guidelines for content, format, and evaluation of individual assignments will be provided on Bb. Please follow these guidelines prior to generating assignments. It is recommended that you check Bb daily for any announcements. Completed assignments will be uploaded to the link placed on Bb.

3) Late Assignments:

You are expected to submit assignments on the established due dates and you are expected to take quizzes/exams at the scheduled times. An assignment is considered late if it is not given to the instructor at the beginning of the class session in which it is due or posted to

Bb by the closing date. Late or incomplete submissions of work will result in a deduction of 20% of the possible total points for that assignment. You may use the ***Late Assignment Forgiveness Pass*** (posted on Bb under “Late Pass” folder) for a single assignment during the semester. The late forgiveness pass is equivalent to a one week extension. Points **will not** be deducted from the assignment if you use the late forgiveness pass and turn in the assignment within one week of the original due date. The late forgiveness pass may NOT be used for quizzes or exams.

4) Class Attendance:

Attendance is a professional obligation. You are expected to attend class, be prepared for class by having read the assigned material, participate in class activities, and be prepared for the quizzes and the final exam. A minimum of 90% (no more than 3 absences) of class sessions must be attended to receive credit for the course. Attendance and punctuality will be monitored at the beginning of each class. It is recommended that you exchange contact information with at least one other classmate (i.e., email and/or phone). If you are absent, you are responsible for getting information and assignments presented during an absence. An absence does not relieve students of the responsibility to turn in an assignment on time.

5) Communication:

You must have an active email account and check email daily to facilitate our communication. You should check Bb daily for any announcements/revisions to the course schedule. You should also have specific electronic tools for accessing, writing, editing and communicating course information. These tools include a word processing program such as Word (not WordPad) and PowerPoint (PPT) as well as Adobe Reader.

6) Confidentiality:

- All identifying names and information should be omitted from written work and discussions. All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
- Any information that is learned about a particular program or a child and his/her family should be discussed only with the staff of the program, the instructor, and other students in the context of class learning activities.
- Information should be shared only with the purpose of enhancing your learning and that of your peers, not as gossip.
- All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
- Students are expected to interact with children and adults without prejudice or partiality, be sensitive to and respectful of cultural differences, and to refrain from imposing any personal views or values upon children or adults.

7) Undergraduate Academic Honor Code:

Students are expected to adhere to the Honor Code as described in the *UNCW Student Handbook and Code of Student Life*. Violation of the Honor Code may result in a failing grade in the course. For more information, see <http://uncw.edu/stuaff/odos/honorcode/index.html>.

8) Standards of Professional Conduct

“All students associated with the WSE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession,” as outlined in the WSE Standards of Professional Conduct. These standards incorporate:

- Code of Ethics for North Carolina Educators
- Code of Professional Practice and Conduct for North Carolina Educators
- WSE professional expectations outlined in the Performance Evaluation Scale
- UNCW Code of Student Life

9) Disability Accommodation:

If you are a person with a disability and anticipate needing accommodations of any type to participate in this class, you must notify Disability Services (Westside Hall, 962-7555), provide the necessary documentation of the disability, and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please provide a copy of the letter you receive from the Office of Disability Services. If you require accommodations for test-taking, please make sure I have the referral letter no less than three days before the test. For more information see:

<http://www.uncw.edu/stuaff/disability/index.htm>

10) Violence and Harassment:

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>

11) Cell phones:

All cell phones are **expected** to be turned **off** during class, unless you have an emergency situation and you have received **prior permission** from me. There is to be no texting during class.

12) Laptops:

Laptops may be used in class to take notes; HOWEVER, checking email, Facebook, etc. should not take place during class. If this becomes a problem, the class will no longer be allowed to use laptops.

Tentative Course Schedule (“EE” = Evertson et al. text; “LD” = Lewis & Doorlag text)

(Session) Date		Readings Due	Assignments Due
(1) 8/25	Course Overview/Syllabus	Course Syllabus	
(2) 8/30	Arranging the Classroom	Chapter 1(EE)/Chapter 8 (LD) pp. 148 - 154	Syllabus Agreement
(3) 9/1	Classroom Rules/Procedures	Chapter 2 (EE)/Chapter 8 (LD) pp. 155 - 161	
(4) 9/6	Managing Student Work	Chapter 3 (EE)	
(5) 9/8	Beginning of the Year Procedures	Chapter 4 (EE)	Quiz 1 – Chpts. 1-3; 8
(6) 9/13	Instructional Activities/Adapting Instruction	Chapter 5(EE)/Chapter 5 (LD)	
(7) 9/15	Cooperative Learning	Chapter 6 (EE)	
(8) 9/20	Maintaining Behavior	Chapter 7 (EE)/Chapter 6 (LD)	Quiz 2 – Chpts. 4-6; 5
(9) 9/22	Communication Skills	Chapter 8 (EE)	
(10) 9/27	Problem Behaviors	Chapter 9 (EE)	
(11) 9/29	Special Groups	Chapter 10 (EE)	Quiz 3 – Chpts. 7 -9; 6
(12) 10/4	Special Groups/Tying it all together	Chapter 10 (EE), cont.	Task I
(13) 10/6			Mid-Term Exam
10/11	Fall Break - No Class	<i>(Only LD text will be used after break)</i>	
(14) 10/13	Inclusion	Chapter 1	
(15) 10/18	Collaboration	Chapter 2	
(16) 10/20	Collaboration, cont.	Chapter 2, cont.	
(17) 10/25	Overview of Students with Special Needs	Chapter 3	
(18) 10/27	Diversity/Social Acceptance	Chapters 4 & 7	Quiz 4 – Chpts. 1 - 3
(19) 11/1	Learning Disabilities	Chapter 10	
(20) 11/3	ADHD	Chapter 10	
(21) 11/8	Intellectual Disabilities	Chapter 11	
(22) 11/10	Behavioral Disorders	Chapter 12	Quiz 5 – Chpts. 4, 7, 10, 11
(23) 11/15	Communication Disorders	Chapter 13	
(24) 11/17	Autism Spectrum Disorder	Chapter 14	
(25) 11/22	Physical/Health Impairments	Chapter 15	Quiz 6 – Chpts. 12 - 14
11/24	Thanksgiving Holiday – No Class		
(26) 11/29	Visual/Hearing Impairments	Chapter 16	
(27) 12/1	Gifted/Talented Students	Chapter 17	Field Experience Report
(28) 12/6	ELL Students	Chapter 18	Task II
12/13	Final Exam - 11:30 – 2:30		

Please Note:

1. The course schedule is subject to change based on needs of the class and other class situations that may arise. It is the student’s responsibility to check Bb & email for course announcements regarding changes.
2. Changes in the Final Exam time will NOT be made. If you have a conflict with another exam, please see me to arrange an exam time.
3. Course Handouts are not on the course schedule but will be assigned throughout the semester.