University of North Carolina at Wilmington
Watson School of Education

EDN 319-800
MEETING THE NEEDS OF SPECIAL STUDENTS IN ELEMENTARY SCHOOL
Fall 2009

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Office Hours: By appointment as needed

Class Meeting Dates: Mondays 12:00- 2:45 p.m.

Course Description: This course focuses on strategies for meeting the needs of individuals in the 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. Classroom management and behavioral development techniques which apply to all children, both those with disabilities and those without, will be examined. Field experience is required for this course.

Rationale/Relationship to Conceptual Framework: Effective teachers must understand the cognitive, affective, and psychomotoric needs or each child they teach in order to perform in a highly competent manner and 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 the professional decision making necessary for teachers in a leadership position.

Required Texts:

Evertson, C. M. & Emmer, E. T. (2009). *Classroom management for elementary teachers* (8th ed.). Upper Saddle River, NJ: Pearson.

Individually purchased non-fiction book (This will be discussed further in class.)

Please print the NCSOS and/or DoDEA Standards for the grade level in which you are most interested or the grade level in which you are doing your field experience.

Highly Recommended Text:

Lewis, R. B. & Doorlag, D. H. (2005). *Teaching special students in general education classrooms* (7th ed.). Columbus, OH: Prentice Hall.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Other:

During the length of this semester course, I will be posting handouts and other course information electronically. It would be of benefit to you to download and print these documents and bring them to the next class session for discussion. More information about this will be provided in class.

Course Objectives:

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

1. Describe and differentiate between key elements of various recognized models of managing student behavior in the classroom.
2. Generate examples of effective behavior management techniques used for teaching, increasing, restricting, decreasing, maintaining, and transferring social behaviors in the classroom and school.
3. Develop an appreciation for special needs in the area of academic, social, and motor skills.
4. Describe the characteristics of students with special needs and identify selected teaching strategies for addressing these needs.
5. Generate multiple examples of considerations which allow for reflective teaching of learners with diverse multicultural backgrounds.
6. Delineate strategies for consulting and collaborating with parents and other educators who are interacting with students who have special needs.
7. 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 students with special needs.

Course Requirements:		***Points:***
1.	Attendance and Participation	10
2.	New Teacher Plan	30
3.	Book Review	30
4.	Exceptionality Presentation	100
5.	Pyramid Plan	20
6.	Field Experience Report	100
7.	Field Experience Log	10
	Total	300

Grading Scale:	
A	95%
A-	90%
B+	87%
B	85%
B-	80%
C+	77%
C	74%
C-	70%
D	60%

Point Conversion:	
A	300-269 points
B	268- 239 points
C	238- 208 points
D	207- 179 points

Academic Honor Code:
Students are expected to adhere to the Honor Code as described in the *UNCW Student Handbook* and the *Code of Student Life*. Violation of the Honor Code may result in a failing grade in the course.

Disability Accommodations:
Accommodations are available to any student who has a specified need. If you anticipate needing accommodations of any type in order to fully participate in this class please notify Disability Services (Westside Hall 910-962-3746). After these accommodations have been approved, please notify me so that I may implement them.

Confidentiality:
All identifying names should be omitted from written work and class discussions. (This does not include teacher names or schools for field experience placements.)

Writing Expectations:
Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing. Adequate performance in all of these areas is expected in the written products for this course. Points will be deducted from any written assignments if adequate performance in these areas is not demonstrated or submission requirements are not followed.

All written assignments for this course should be word processed and stapled. Double space all documents using APA format. Please do not put writing assignments in binders, folders, or page protectors. Please do not attach cover pages.

Description of Assignments:
Assignments are due on the indicated dates at the beginning of class, and those submitted late (after the start of class on the due date) will be penalized 10% per day unless arrangements have been made previous to the due date with this instructor. No assignments will be accepted past the last day of class.

1. Attendance and Participation 10 points
As future educators, you are held to a high standard of professional behavior. What you are learning now is important to your future and the future of the many students you will teach.

The expectation of this course is that you will be an active participant and attend every class. Attendance will be monitored at each class. To earn full points for attendance and participation, only one class may be missed, active participation must be noted, and all assignments must be satisfactory and completed by the assigned due date.

2. New Teacher Plan 30 points
The following assignment is based largely on your reading of Evertson and Emmer (2009) as well as class lectures, although other readings and experiences may be included.

d. Impact and Future Implications 5 points
Describe the personal impact this book may have had on you, and discuss how the knowledge gained from this book might influence your future practice as an educator.

Your reactions to the books may be shared informally in class, either in small groups or with the entire class.

4. Exceptionality Presentation **100 points**

Create a multimedia presentation on one of the exceptionalities that will be discussed in class this semester. You may use PowerPoint, Windows Movie Maker, or other similar programming. Copies of your work will be made available to all students in the class. Please bring in your work on a memory stick so it can be downloaded for distribution and grading purposes. For many of these presentations, there will be more than one person assigned. If that is the case, you may choose to work together (and receive the same grade) or divide the topic and work and present separately. However, if you divide your work, please use the same slide background and save the work together so that it presents as a cohesive product. These presentations are due on the order the topic is listed in the syllabus schedule.

Quality of Expression 10 points
Overall Cohesion and Attractiveness of the Presentation 10 points

Your presentation needs to include the following information:

(1) IDEA Definition of the Exceptionality 10 points
What has to be present for a student to qualify as disabled under this condition? How is this information obtained? If there is another commonly used definition for this disability (one that is from a professional interest group and not IDEA) you may include it here as well.

(2) Statistics and Numbers 10 points
Describe how prevalent this disability is in the public schools. How likely are teachers to have a child with this disability in their classrooms? Where are these children educated (special class, special school, regular classroom, etc.)?

(3) Background Information 10 points
Are there any known causes for this disability? Discuss what is currently believed/known about this disability in the medical community.

(4) Typical characteristics of this exceptionality 10 points
How does this disability manifest? What does a child with this disability experience?

(5) Potential Educational Issues and Academic Strategies 10 points
Describe in specific terms some of the educational issues a child with this disability might encounter. How does this disability impact their learning and overall education? Then specifically describe those academic strategies that can be incorporated into the instructional environment to meet his/her needs.

(6) Potential Behavioral Issues and Behavioral Strategies 10 points
Describe in specific terms some of the behavioral issues a child with this disability might encounter. How do these behavioral issues impact their learning and overall education? Then specifically describe those behavioral strategies that can be incorporated into the instructional environment to meet his/her needs. Make sure these strategies include both enhancement and reduction techniques as appropriate for this student and your classroom.

(7) Audio/Video Content 10 points
Make sure your presentation includes some audio/video components to go along with your information. An example of this might be a video of a classroom setting where the teacher is incorporating a strategy you discussed or a real audio or video clip of what a student experiences with this disability.

(8) Websites 10 points
At the end of your presentation, include a list of five to ten websites that (a) you drew upon to gather your presentation information and (b) would be good resources to use in determining the best way to meet the needs of the student. These websites can be used by the child him or herself, by the parent, or by the teacher. Only two of these websites can come from your textbook. Summarize very briefly what is found on each of the websites you list.

5. Pyramid Plan **30 points**

For this assignment, you will assume the role of a regular education teacher with several exceptional students included in your classroom. These exceptional students are functioning academically at a variety of different levels.

Using the Pyramid Planning format, create both a Unit Plan and one Lesson Plan from that unit for your classroom. These plans may come from any of the 4 core subject areas (Language Arts, Math, Science, or Social Studies)
You will be provided with a Pyramid Planning template and this planning format will be discussed in class.

Complete Unit Plan 15 points Complete Lesson Plan 15 points

6. Field Experience Report **100 points**

A minimum of ten (10) hours of participation and observation in an elementary school setting is required in this course. This report is an in-depth examination of your setting. There will be times during your field experience when observation alone will be required for this report, but whenever possible, please interact with individual students or groups of students in the classroom as desired by the classroom teacher.

Using a notebook, keep a daily written log of your time within the classroom. This log will be essential in the process of detailing this report and should be ready for review by this instructor at any time. Your personal log will not be turned in for this course, however, the log sheet your cooperating teacher signs verifying your ten (10) hours of field experience will be turned in with this assignment to receive full credit. That signed log gets forwarded to the Watson School of Education.

In addition, you will be turning in your data collection tools. I want to see your original data collection forms so please do not try to "pretty" them up.

Your field experience report should be structured as detailed below. **Use the headings in bold to organize your paper.** Points values are listed for each category, but points will also be deducted for spelling, grammar, and punctuation errors. Please proofread your paper!

Quality of Expression 10 points

A. Identifying Information 10 points
(Don't forget to attach the teacher's signed log!)
Your name
Observation Site
Type of class and grade level
Dates and Times of observations
Classroom teacher's name (this is not confidential)

(The remainder of the report, except for the section of recording of behavior, should be in narrative form, describing your observations and thoughts.)

B. Instructional Environment 10 points
Briefly discuss some of the more noticeable—for good or bad—things that you observe. These may include types of instructional materials used, classroom arrangement (written explanation please, a diagram is optional), number of children vs. number of adults present, organization of instruction/assessment, daily schedule, behavior management techniques (including enhancement and reduction) observed, grouping for instruction, classroom rules and procedures, etc.

C. Data Collection (Plus Data Collection Instruments) 30 points
For this section, you must include

-one class session of continuous (ABC) recording
-one class session of event recording
-one class session of duration recording and
-one class session of time sampling.

Class sessions may be of varying lengths, however, they should be at least 20 minutes long. Therefore, you may be able to gather more than one session of data at one school visit.

For each kind of data you gather, you need to provide a paragraph that answers the following questions:

- What is the definition used for the specific behavior being recorded?
- In what child is this behavior being recorded? (No last names!)
- In what setting are you doing the recording?
- During what time period are you gathering this behavior data?
- What do you believe to be the function of the child's behavior?
- What is the desired replacement behavior?
- Are there any factors that may have impacted your data collected (making it better or worse than it might have been otherwise)?
- What conclusion can you make about the child's behavior based on your observations, your data, and your time in the classroom (is it escalating, does the lax management style in the classroom contribute to the problem, etc.)?

When you are finished with this section, you should have **four paragraphs**—one for each kind of data you gathered. In addition, you should have **4 data collection instruments** that must be included for full credit.

D. Classroom Management Variables 30 points

Effective classroom management requires a teacher to have mastery of a multitude of skills and address any number of issues occurring simultaneously. Critically examine the classroom management situation you observed during this field experience. Think about factors that can help or hinder management such as classroom layout and organization, rule statement, and procedures. Consider TPAI requirements as well as how the teacher handled individual behavior problems.

What do you consider to be the strong and/or weak aspects of the classroom management system in place? Suggest how you might change the classroom management system to make it more effective. If time

permits, and you feel comfortable doing so, talk to the teacher about his or her feelings about the evaluation of teachers in the area of classroom management and how he or she handles student incidents.

Your personal critique of what you observed is important here and will be seen by no one but your instructor.

E. School Atmosphere/Personal Reactions 10 points

Describe the affective and professional atmosphere of the school environment, especially interactions among and between students and staff/faculty. Also, describe any other observations made within the school which could effect the emotional and academic well-being of the students in a positive or negative manner (during lunch, administration of medication, bullying, etc.). Would you like your child to attend this school? Why or why not?

7. Field Experience Log **10 points**

Your signed and completed Field Experience Log is due at the end of the semester and will be worth 10 points of your final grade.

Tentative Schedule of Topics/Assignments:*

* This instructor reserves the right to change the schedule as needed during the course of the semester. Assignment due dates, however, will never be moved forward.

Class	Date	Topic	Reading/Assignment
1	8/24	Syllabus Classroom/Behavior Mgmt.	**Get individual books by 9/21!** EE 1-3
2	8/31	Classroom/Behavior Mgmt	EE 4- 7 **Bring Rules/ Mgmt Plan Draft**
3	9/14	Classroom/Behavior Mgmt	EE 8-10
4	9/21	Special Education Law Special Education Referral	LD 1-4 **Start reading your book!**
5	9/28	Special Education Issues Pyramid Planning Inclusion video	LD 5-8 **New Teacher Plan due**
6	10/12	Mental Retardation Learning Disabled video	LD10 **Exceptionality Presentation (1)**

7	10/19	Learning Disabled ADHD	LD 9 LD 14 **Exceptionality Presentations (2)**
8	10/26	Other Health Impairments Emotional-Behavioral Disorders	**Exceptionality Presentations (2)** **Pyramid Plan due**
9	11/2	Autism Communication Disorders	LD 13 LD 12 **Exceptionality Presentations (2)**
10	11/9	Physical/Orthopedic Impairments Traumatic Brain Injury Universal Design	LD 11 **Exceptionality Presentations (2)** **Book Review due**
11	11/16	Hearing Impairments Deaf Culture video	LD 15 **Exceptionality Presentation (1)**
12	11/23	Vision Impairments Gifted and Talented	LD 16 **Exceptionality Presentations (2)**
13	11/30	Culturally Diverse At-Risk	LD 17 LD 18 **Exceptionality Presentations (2)**

Field Experience Report, Log Form, and Data Forms

Because the Field Experience Report and Log is due on the last day of class, you have several options for turning it in. Option #1: You may bring me the Report, Log, and Data Collection Forms to class along with a self-addressed stamped envelope (brown manila), and I will be happy to return everything to you after it has been graded. Option #2: You may submit this paper electronically with the Log and Data Collection Forms scanned in, and I will be happy to return it electronically when grading is complete. Option #3: You may mix and match any of the other two options as long as I get all three required sets of documents.

Book Choices

Berube, M. (1996). *Life as we know it: A father, a family, and an exceptional family.* New York: Pantheon Books. (Mental Retardation)

Crimmins, C. (2000). *Where is the mango princess?* New York: Vintage Books. (Traumatic Brain Injury)

Dorris, M. (1989). *The broken cord.* New York: Harper & Row. (Fetal Alcohol Syndrome)

Ford, A. (2003). *Laughing Allegra.* New York: Newmarket Press. (Learning Disabilities)

Ginsberg, D. (2002). *Raising Blaze: Bring up an extraordinary son in an ordinary world.* New York: Perennial. (Learning Disabilities)

Grandin, T. (1995). *Thinking in pictures, and other reports from my life with autism.* New York: Doubleday. (Autism)

Haddon, M. (2003). *The curious incident of the dog in the night-time.* New York: Vintage Books. (Autism)

Hockenberry, J. (1995). *Moving violations: War zones, wheelchairs, and declarations of independence.* New York: Hyperion. (Physically Disabled)

Kephart, B. (1998). *A slant of sun.* New York: Quill. (Autism)

Kingsley, J. & Levitz, M. (1994). *Count us in: Growing up with Down Syndrome.* San Diego: Harcourt, Brace, Jovanovich. (Mental Retardation)

Kuusisto. S. (1998). *Planet of the blind.* New York: The Dial Press. (Visual Impairment)

Maurice, C. (1994). *Let me hear your voice: A family's triumph over autism.* New York: Fawcett Books. (Autism)

Osborn, C. (1998). *Over my head: A doctor's own story of head injury from the inside looking out.* New York: Andrews McMeel. (Traumatic Brain Injury)

Spradley, T. S. & Spradley, J. P. (1978). *Deaf like me.* Washington, DC: Gallaudet University Press. (Hearing Impairment)

Weinstein, L. (2003). *Reading David.* New York: Perigree Books. (Learning Disabilities.)

Wilensky, A. (1999). *Passing for normal.* New York: Broadway Books. (Obsessive Compulsive Disorder/Tourette's Syndrome)

APA Summary

1. Double Space

2. One inch margins on top, bottom, left and right. Do not right justify.

3. Always indent 5 spaces.

4. 12 point font – Times New Roman or Courier

5. When you talk about the work of a writer or researcher in your paper, give the person's name and then put the date of the publication in parentheses. This can be done in two ways:

    a. According to Shannon (1998), the historical analysis…
    b. … lead to successful language learning (Smith, 2000).

6. Give page numbers only if you use a direct quote from the source. If you are citing electronic articles without page numbers, give paragraph numbers or names of sections for easier retrieval. Examples:

    "Without rehearsal or constant attention, information remains in working memory for only about 15-20 seconds" (Wolfe, 2001, p. 95).

    As Myers (2000, para. 5) aptly phrased it, "positive emotions are both an end – better to live fulfilled, with joy – and a means to a more caring and healthy society."

    "The current system of managed care and the current approach to defining empirically supported treatments are shortsighted" (Betler, 2000, Conclusion section).

7. List all the references you used on a page at the end of the paper. There should be complete correspondence between the names in the body of the paper and those listed at the end. Every author mentioned in the text should have a reference at the end, and every item on the references page should be noted within the text. Put "References" at the center of the top of the page. Below are examples of different types of references:

    a. Periodicals

        Doyle, W. S. (1997). Learning the classroom environment: An ecological analysis. *Journal of Teacher Education, 28*, 51-55.

        Last name first, then one or two initials (not full first names). Title of article with no marks. Only the first word, names, or words after colons capitalized. Title of journal capitalized and in italics (**this is a change with**

the new APA edition). Volume number also in italics. Page numbers at the end. Indent second line.

b. Entire Books

Bishop, A. J., Minter, D., & Whitfield, R. C. (2000). *Situations in teaching*. London: McGraw-Hill.

If there are two or more authors, use &. Only the first word in the title is capitalized. Put the title in italics. List the city with a colon after it, then the publishing company.

c. Article or chapter within a book

Heath, S. B., & Afton, W. (1999). The learner as culture member. In M. L. Rice & R. Smith (Eds.), *The teachability of language* (pp. 333-350) Toronto: Paul H. Brookes.

d. Electronic Sources

1. Online Periodical

Eric, M., & Lang, R. (1999). The measurement of consistency and specificity. *Psychological Methods, 4*, 100-116. Retrieved November 19, 2000, from the PsychARTICLES database.

2. Multipage document created by a private organization

Electronic reference formats recommended by the American Psychological Association. (2000, October 12). Retrieved October 23, 2000, from http://www.apa.org/journals/webref.html

- If information is obtained from a document on the Internet, provide the Internet address for the document at the end of the retrieval statement.
- If information is retrieved from an aggregated database, providing the name of the database is sufficient; no address is needed.
- Give the date when the article was retrieved.
- Finish the retrieval element with a period, unless it ends with an Internet address.

e. ERIC

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)

Lesson Plan

Date: _____ Class Period: _____
Unit: _____

Lesson Objective(s): _____
_____

Materials	Evaluation

In-Class Assignments	Homework Assignment

Adaptations

LESSON PLANNING FORM

Pyramid		Agenda
What some students will learn		
What most students will learn		
What all students will learn		

UNIT PLANNING FORM

Date: _____ Class Period: _____
Unit Title: _____

What some students will learn	

What most students will learn	

What all students will learn	

Materials/Resources:

Instructional Strategies/Adaptations:

Evaluation/Products: