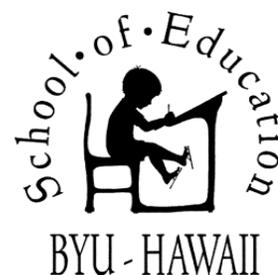




SPED 200

Inclusion Education for Exceptional Students (3cr)



Spring Semester 2011

Instructor: Dr. Aileen J. Watts
Office Hours: By Appointment
Phone: 675-3823

E-mail: aileen.watts@byuh.edu

Prerequisites: None

Class Days: M –W - F

Class Hours: 7:30 - 9:40 am, 12:10 – 2:20 pm (2 hrs 10 min)

Meeting Room: SEB 117



Mission Statement:

Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by:

- (1) instilling a love of life-long learning and developing problem-solving abilities;
- (2) teaching and modeling the best current educational practices, balanced with gospel principles; and
- (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

Course Description:

This course introduces the basic concepts and development of inclusionary education including causes, identification, and characteristics of exceptional students along with various research-based instructional models, accommodation strategies, and interventions practices currently in use in the K-12 system.

Course Requirements:

As member of this learning community students will engage in a variety of activities that require them to collaborate with one another. Teaching has historically been a relatively autonomous and often isolating profession, so the hope is that through encouraging collaboration in this course, students will learn to foster collaborative relationships with their colleagues in schools. Student's active participation in all activities is critical not only to the success of the course but also for their success as a student in the course.

Standards Related to this Course –

Interstate New Teacher Assessment and Support Consortium (INTASC): 10 Standards

<http://serge.ccsso.org/pdf/standards.pdf>

<http://faculty.weber.edu/vnapper/portfolios/INTASClong.htm>

Council for Exception Children (CEC): 10 Standards

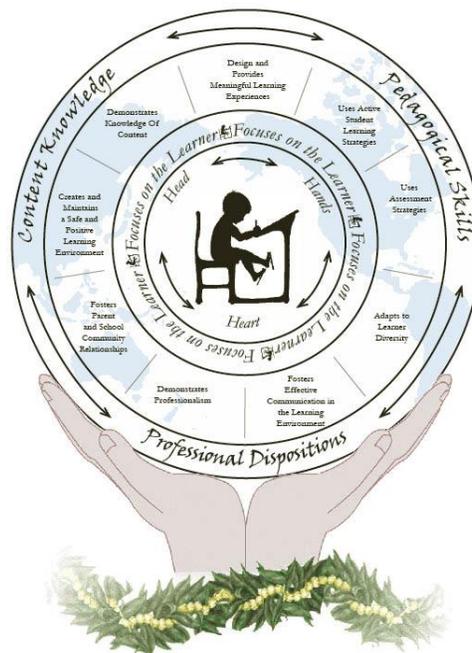
<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#CEC>

Technology Standards (ISTE): 5 Standards

<http://www.iste.org/standards/nets-for-teachers.aspx>

Hawaii Teacher Performance Standards (HTPS): 10 Standards

<http://www.htsb.org/html/details/teacherstandards/teachers.html>



Course Outcomes (knowledge, skills, and dispositions to be obtained from this course):

In this course students will be provided multiple opportunities to practice the content through simulations, case studies, group presentations and other laboratory based experiences utilizing available technologies, guest speakers, observations and interactions with the local learning community. Students will be provided opportunities to develop skills for utilizing effective planning, teaching, and assessment strategies based on effective research (UDL). They will also be introduced to the important role assessment plays in providing relevant data in effective decision making for both intervention and acceleration practices (RTI).

At the conclusion of this course, students will:

SPED 200 Outcomes	HTPS (1-10)	INTASC (1-10)	CEC (1-10)	ISTE (1-5)	Student Performance Data
Have the ability to identify exceptional children by cause (etiology), characteristic (description and indicators), and incidence (overall %).	IV V VI VII	3 8 10	1 2 7	1	UDL Chapter Presentation 3 Sources GO Disability Role Playing Reflection Personal Case Study Community Observations/Interviews Wiki My Name is Kahn Response Paper Fat City Reaction Paper
Have explored, implemented and reflected on the Universal Design for Learning (UDL) lesson planning process and its role in supporting exceptional students in an inclusionary classroom.	I II III IV VII IX	3 4 5 8 9	4 5 7	1 5	Eight UDL Chapter Presentations Three Lesson Simulation Reflections Disability Role Playing Reflection Wiki Guest Speakers
Have explored, implemented and reflected on a variety of research based differentiation & accommodation strategies and how they are utilized in accordance with the unique learning styles of various exceptional students (SPED, ELL, GT, At Risk, etc) in an inclusionary classroom.	I II III VII	3 4 5 7	1 3	5	Gardeners MI Test Eight UDL Chapter Presentations Three Lesson Simulation Reflections Disability Role Playing Reflection Teacher Accommodations Activity Wiki
Have explored, implemented and reflected on the Responsiveness to Intervention (RTI) Program and its relationship with the identification and intervention practices for supporting students experiencing academic difficulties in inclusionary classrooms.	VII	3	1 7 8 10	5	RTI Simulation Reflection Eight UDL Chapter Presentations Disability Role Playing Reflection Wiki Case Studies
Have explored, implemented and reflected on a variety of metacognitive learning strategies and their relationship to supporting students academically in inclusionary classrooms.	VII	3 4 7	4 5	5	Three Lesson Simulation Reflections Disability Role Playing Reflection Wiki
Have explored, implemented and reflected on a variety of instructional technologies as a medium to engage with the content as well as a way to measure and improve student learning.	V VII	3 6		2	Wikis Blackboard Discussion Boards PowerPoint Elmo Prezi Cooperative Chapter Presentation Virtual Guest Speakers Videos On-line Learning Modules

					YouTube Picasa Internet
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Expectations for Using Technology as an Instructional Tool

The instructional delivery methods include (1) a combination of in-class activities including demonstrations, role playing and simulations, debates and discussions, critiques and problem solving, case studies, guest speakers and small group exercises; (2) videotaped group presentations followed by feedback from peers and professors, and (3) the expectation that each student will incorporate technology into their presentation as appropriate, which can include PowerPoint, video-clips, prezis, slide rocket, blogs, wikis, hyper links, etc. Group presentation videos will be posted on line for independent analysis and reflection at: <http://openmms.byuh.edu/soe/v4/?page=login>.

Textbook:

Teaching Students with Special Needs in General Education Classrooms. Doorlag, D., Lewis, R., Pearson Education, 8th edition.

Book website: <http://www.pearsonhighered.com/educator/product/Teaching-Students-with-Special-Needs-in-General-Education-Classrooms-CourseSmart-eTextbook-8E/9780135014950.page> (etext version)

NOTE: Textbooks are purchased to support course lectures and discussions, and to become a permanent resource in the student's emerging professional library. You should familiarize yourself with the information covered in the book prior to the class where the content will be covered.

Required Course Materials:

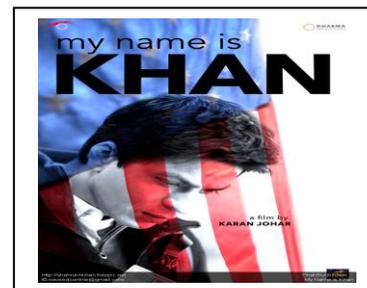
Handouts as assigned
One large binder with page dividers
Flash drive
Computer access ☺

Classroom Assignments (subject to revision – points vary)

Each chapter and/or hand-out provided by the instructor will have various related learning activities that the student will be responsible for. Each of these activities and assignments will model various instructional strategies students can use in their own classrooms to support diverse learners. More information on these assignments will be provided in class.

Chapter One organizer

My Name is Khan Reflection Essay
Final **Study Guide**
Guest Speaker Question/Reflections
Case Study
Cultural History
Professor Accommodation List
Role Play/Simulation Reflections
Making Connections Presentations



Major Projects

Collaborative Chapter Presentations (*Group Project*)

Each student in this course will co- plan, deliver and reflect upon a collaborative presentation. Using the UDL lesson plan each group will design a 45 minute presentation. Groups are encouraged to be creative in their presentations. They may use Prezi: <http://prezi.com/learn/>, power point, youtube, etc.; as long as they meet the instructional objective for their selected chapter ☺ **Each group member must actively participate in each phase of the lesson** both in the planning portion as well as in the presentation portion. More details are provided at the end of this syllabus and will also be discussed at length in the course.

Guest Speaker Presentations (*Group Project*)

Each chapter presentation group is also responsible for finding at least one but no more than three guest speakers for their selected chapter presentation topic. Every week starting February 4th Dr. Watts will introduce a new topic on Exceptional Children. Then the next session a collaborative chapter group will do a presentation on the same topic deriving information mainly from the text but at least 2-3 other sources as well. Then on the third session there will be guest speakers on the same topic as the previous two class sessions for a total of three sessions for each topic. Each group will be responsible for **finding their own guest speakers**. For example, if your group is presenting on Autism you would find individuals in the local community who will come in and provide a 15-20 minute presentation. Dr. Watts has some examples of people who would be great resources (such as Kevin Schlag whose has a 10 year old son with Autism and spoke in our class last semester), but each group will be responsible for doing some investigating of their own to find individuals willing to come and share their experiences. **Virtual guest speakers are also encouraged** ☺ If you have family or friends in other states or countries we can incorporate them virtually into our class discussion! More details will be discussed in class.

Wikis (*Individual Project*)

Each student will create a wiki which will be a **summative demonstration** of their content knowledge and understanding from the information provided throughout the course on exceptional students and their unique needs. Some resource suggestions will be provided in class, but the students will also be expected to seek additional sources to develop their wikis. Students will also be responsible for sharing their wikis in a collaborative format at the end of the semester. More details are provided at the end of this syllabus and will also be discussed at length in the course.

Assessments

Final Exam (in testing center)

Grades and Grading

The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including exams, within the semester/term, you will be need to either repeat the entire course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, grading is not determined by merely averaging grades. In other words, you cannot take an “F” on one assignment and an “A” on another and conclude that you have “met” the course requirements because your “average” is a “C.” Again, in a true standards-based program, averaging does not exist. The following interpretation of grades applies in our standards-based program:

A represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, making connections and relationships. While this level of achievement is not impossible to achieve, instances are rare and difficult to come by.

B represents achievement above the standard, marked by solid accomplishment and goodness, with room for improvement to reach the highest level of competency.

C represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students.

D represents achievement at a level of performance below the acceptable competency.

F represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

If assignments were marked out of 10 and if scores of 9&10 are indications of A grade superior achievement or performance, then 8 is an indication of above average or very good performance with room for improvement, 7 is an indication of acceptable achievement or adequate performance, while 6 and lower are indications of unacceptable, poor or failing performance with a need for a re-do of the assignment (tests might not have a re-do option depending upon the nature of the test). The following traditional table would then have this relevance:

A = Exceptional Achievement	95%	4.0	SUPERIOR PERFORMANCE
A-	90%	3.7	
B+	89%	3.3	
B = Above Average Achievement	85%	3.0	VERY GOOD PERFORMANCE
B-	80%	2.7	
C+	79%	2.3	
C = Acceptable Achievement	75%	2.0	ADEQUATE PERFORMANCE
C-	70%	1.7	
D+	69%	1.3	
D = Unacceptable Achievement	65%	1.0	POOR PERFORMANCE
D-	60%	0.7	
F	55%	0.0	FAILING

Class/University Policy Statement(s) and Disclosure(s)

► **Academic Honesty** <http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1>

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

Plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include, but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

► **Children in Class**

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

► **Dress Code**

As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an

address to the women on campus by Sister Wheelwright, wife to the President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

► **Final Examination Policy**

Brigham Young University Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student or (c) some other extenuating circumstance clearly beyond the scope of the student's control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

► **Pagers and Cell Phones**

Simply stated, pagers or cell phones are not to be used in the classroom. This includes taking incoming calls, placing calls, sending text messages, checking pager messages, etc. If there is an emergency that requires you to have your pager or cell phone on during the time of class, please notify your instructor ahead of time of the nature of the emergency. Also, set your pager or cell phone to the vibrate setting as opposed to the ring setting. Again, this exception is only for absolute emergencies. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

► **Personal Computers in Class**

While we encourage the use of computers in the classroom, such use is intended to complement, not detract from, class content. It should go without saying that any use of computers during class time that is not related to the class is not appropriate. This would include, but is not limited to, checking email, sending email, doing homework for another class, etc.

► **Professional Dispositions**

Evidence of the development of students' professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue), and this becomes a set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

► **Sexual Harassment**

Title IX of the U. S. education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also

covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 808-780-8875 (24 hours).

► **Student(s) With Disabilities**

Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor, Leilani Auna, at 675-3999 or 675-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may also contact the Human Resource Services at 780-8875 (24 hours).

► **Syllabus**

The syllabus represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

Course Calendar (Subject to Change☺)

	Date	Content Covered in Class	Read for next class	Assignment
1	Mon April 18	Introductions Review Syllabus Expectations		Personal Case Study (Due Monday April 25) Syllabus questions
2	Wed April 20	Discuss and Practice: Gardner's Multiple Intelligences Wikis Case Study	Read Chapter 1 Chapter 3 Chapter 4 Wikis in class	Chapter 1 Organizer/quiz (Due Fri April 22) Work on Collaborative Presentation Work on Wiki
3	Fri April 22	Discuss and Practice: (Ch 1& Ch 4) Inclusion – Success for All Students in the general Education Classroom Students with disabilities Diversity in Today's Classrooms	Read UDL Module One	Work on Collaborative Presentation Work on Wiki
4	Mon April 25	Discuss and Practice: UDL and Metacognition	Read Chapter 2 Chapter 4 Chapter 5	Professor Accommodations (Due Wed April 27) Work on Collaborative Presentation Work on Wiki
5	Wed April 27	Discuss and Practice: Adapting Instruction Collaboration and the Team Approach	Read Chapter 10 Wikis in class	Work on Collaborative Presentation Work on Wiki

		RTI Team Meeting Simulations		
6	Fri April 29	LD/ADHD	Read Chapter 10	
7	Mon May 2	Collaborative Chapter Lesson LD/ADHD Role play disabilities Guest Speakers		UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
8	Wed May 4	Communication Disorders	Read Chapter 13 Wikis in class	UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
9	Fri May 6	Collaborative Chapter Lesson Communication Disorders Role play disabilities Guest Speakers		UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
10	Mon May 9	EDBD	Read Chapter 12	UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
11	Wed May 11	Collaborative Chapter Lesson EDBD Role play disabilities Guest Speakers		UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
12	Fri May 13	Intellectual Disabilities FAT City simulation	Read Chapter 11	UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
13	Mon May 16	Collaborative Chapter Lesson Intellectual Disabilities Role play disabilities Guest Speakers		UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
13	Wed May 18	Autism	Read Chapter 14 Wikis in class	UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
14	Fri May 20	Collaborative Chapter Lesson Autism Role play disabilities Guest Speakers		UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
15	Mon May 23	OHI/Orthopedic/Sensory	Read Chapter 15 and 16	UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
16	Wed May 25	Collaborative Chapter Lesson OHI, Orthopedic, Sensory Role play disabilities Guest Speakers	Read Chapter 17 and 18	UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki
17	Fri May 27	Collaborative Chapter Lesson GT/ESL Role play disabilities Guest speakers		UDL Lesson Reflection Work on Collaborative Presentation Work on Wiki Final will be in the testing center

				Thursday April 26 th and Friday April 27 th
18	Mon May 30	Holiday		
19	Wed June 1	Wikis		

Collaborative Chapter Presentation Reflective Packet

Organization

The packet should be organized in the following order:

1. Self-analysis of your groups presentation (3 to 5 pages typewritten, double spaced) – one from each group member
2. Original UDL lesson plan with any handouts used during the presentation – one for the group – lesson plan must be typed
3. 15+ Class feedback forms
4. Group Agenda's (At least 3 😊)
5. Individual reflection on other group members (will be turned in individually – not as part of the package to assure confidentiality)

Self-Analysis of Lesson

Ask yourself the following questions:

1. Which aspects of your groups presentation were effective and why specifically focusing on which UDL accommodations were effective and why?
2. Which aspects were less effective and why specifically focusing on which UDL accommodations were less effective and why?
3. What were some of the comments shared by your peers and your thoughts regarding them? List specific impressions from watching your group's presentation on video? How did these two factors (peer feedback and video) affect your reflective process?
4. What were your thoughts on having student's role playing during the presentation? Did they influence the presentation? In what ways?
5. What are your overall thoughts and feelings of this presentation?

Then write a thoughtful critique of your group's presentation incorporating the feedback from peers and your reaction to your lesson video.

Evaluation for Entire Packet

The microteaching reflective packet will be assigned a maximum of 100 points based on the following:

1. A complete packet is turned in on the due date (no later than a week following the group's presentation in class)
2. The **UDL lesson plan** is prepared in accordance with the lesson rubric (30 points)
3. The **group presentation** follows each of the elements outlined by the instructor (50 points)
4. The **self-analysis** is well-written and edited. Peer feedback is included in your analysis as well as your reaction to the video of your lesson and it is clear that the above questions were taken into consideration during the self-analysis of the lesson. (20 points)

Total: _____ / 100 points

Collaborative Chapter Presentation

Each student in this course will co- plan, deliver and reflect upon a collaborative presentation. Using the UDL lesson plan each group will design a 45 minute presentation. Groups are encouraged to be creative in their presentations. They may use Prezi <http://prezi.com/learn/> power point, the web, etc.; as long as they meet the instructional objective ☺ **Each group member must actively participate in each phase of the lesson** both in the planning portion and in the presentation portion.

UDL Lesson Phases: *anticipatory set, introduce and model new information, guided practice, independent practice, wrap up, assessment*

For Full **Lesson Presentation Points** Your Group’s Presentation Should Include the Following

- Effectively implement each of the 6 core phases of a **UDL lesson plan** /10
- Model the use of effective UDL **accommodations** in each of the 6 core phases /10
- Specific strategies** to support the role playing students with a disability in the presentation /10
- Each of the main subheadings/vocabulary of the text are introduced and practiced /5
- At least one **metacognition strategy** is taught in the presentation /5
- At least one **multiple intelligence** is addresses in the presentation /5
- Utilize some form of **instructional technology** /5

Total Points for Collaborative Chapter Presentation: _____ / 50

Class Feedback Form (Elements to be included in reflective essay)

Your Name: _____ Presenter’s Name: _____

	Accommodations	Alternative Activities/Accommodations	Constructive Feedback
Anticipatory Set			
Introduction and model new knowledge			
Guided Practice			
Independent Practice			
Wrap Up			
Assessment of Student Learning – Formative and Summative			

UDL Collaborative Presentation Lesson Plan
 (Please ask for clarification on any element that is still unclear)

	Overview	Points
Lesson Description	Group describes what will be taught in the lesson that day.	/1
Lesson Goals – Objectives	Group provides an overview of the goals (and/or lesson objective/outcome) that will be covered in the lesson that day.	/1
	Methods	
Anticipatory Set	Group provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	/3
Introduction and model new knowledge	Group completely yet concisely describes the new concepts that will be the topic of the day's presentation	/3
Guided Practice	Group model's various ways that their students can engage with the new content and guides them as they collaborate with a partner or group with new content in various meaningful ways.	/3
Independent Practice	Students in the class are provided with the opportunity to engage with the content independently.	/3
Wrap Up	Group reviews all important points of the lesson as reflected by the lesson's objectives for all students.	/3
Assessment of Student Learning – Formative	Group describes an assessment plan they administer that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught throughout the presentation)	/3
Technology	Group incorporates some element of technology in their planning/instruction (power point, prezi, wiki, elmo, youtube, etc)	/2
Multiple Intelligence(s)	Group incorporates at least one multiple intelligence activity into their planning/instruction	/2
Metacognition Strategy	Group incorporates at least one metacognitive strategy into their planning/instruction	/2
Differentiated-Accommodation Strategies	Group provides at least three specific UDL accommodations in each of the six phases of the UDL lesson plan and also specifically supports the 2-3 students who are role playing in their presentation	/3
Materials	All materials are listed and clearly relate to the lesson.	/1

Total Points for UDL Lesson Plan _____ / 30

Individual Self-Analysis of Presentation

After watching your group's microteaching video, please carefully consider the lesson your group taught and ask yourself the following questions:

1. Which aspects of your group's presentation were effective and why specifically focusing on which UDL accommodations were effective and why?
2. Which aspects were less effective and why specifically focusing on which UDL accommodations were less effective and why?
3. What were some of the comments shared by your peers and your thoughts regarding them? List specific impressions from watching your group's presentation on video? How did these two factors (peer feedback and video) affect your reflective process? Also, what were your thoughts on having students role playing during the presentation? Did they influence the presentation? In what ways?
4. What are your overall thoughts and feelings of this presentation?

Write a thoughtful critique of your lesson incorporating the feedback from peers and your reaction to your lesson video. Use the following four headings to organize your paper: 1) Effective Elements, 2) Less Effective Elements, 3) Reaction to Feedback from Peers, Video and Role Players, 4) Concluding Thoughts.

Effective Elements	Less Effective Elements
<p>Student effectively addressed which aspects of his/her group's presentation was effective and why. He or she also specifically addressed the accommodations that helped the students participating in the lesson affectively access the content of his/her lesson.</p>	<p>Student effectively addressed which aspects of his/her group's presentation was less effective and why. He or she also specifically addressed the accommodations that could have been implemented for students participating in the lesson to more effectively access the content from his/her lesson.</p>
<p>5 4 3 2</p> <p>1</p>	<p>5 4 3 2</p> <p>1</p>
Incorporated Elements from Peers and Video And Role Players	Overall Thoughts and Feelings
<p>Student incorporated feedback from his/her peers and specific reactions from his/her presentation video as well as their thoughts regarding the student's who were role playing</p>	<p>Student thoroughly summed up his/her thoughts and feelings regarding the overall presentation addressing each of the key phases (planning, teaching, reflecting).</p>
<p>5 4 3 2</p> <p>1</p>	<p>5 4 3 2</p> <p>1</p>

Total Points for Individual Presentation Reflection: _____ / 20

Individual Reflection on Group Project

Your Name: _____ **Team Member** _____

(remember, you need to fill one out for each member in your group – so each person should turn in at least two – contingent on the number of people in your group)

Carefully read through each of the 6 categories outlined below. Then circle whether this particular individual in your group was (exemplary, proficient, partially proficient or unsatisfactory in each of those areas. Please answer as honestly and objectively as possible. If you have questions, let me know.

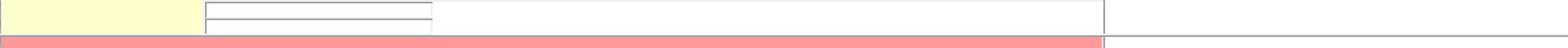
CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	Please List Specific Comments
1 Focus on the Task and Participation	This team member consistently stayed focused on the task and what needed to be done. Very self-directed.	Focused on the task and what needed to be done most of the time. Other group members could count on this person.	Focused on the task and what needed to be done some of the time. Other group members sometimes reminded this person to keep on task.	Rarely focused on the task and what needed to be done. Let others do most of the work.	
	A true team member who contributed a lot of effort, and encouraged and supported the efforts of others in the group.	A strong group member who tried hard!	Sometimes a satisfactory group member who did what was required	Sometimes chose not to participate and did not complete assigned tasks.	
2 Dependability and Shared	This team member was consistently punctual for group meetings, turned in all work on time.	Usually punctual for group meetings, turned in most work on time.	Sometimes late for group meetings, frequently turned in work after the deadline.	Late for all or most group meetings, missed all deadlines for turning in work.	

Responsibility	Followed through on assigned tasks and did not depend on others to do the work, responsibility for tasks was shared evenly.	Followed through on most assigned tasks.	Does not follow through on most assigned tasks and sometimes depends on others to do the work.	Seldom or never follows through on assigned tasks. Depends on others to do all of the work.	
3 Listening, Questioning and Discussing	Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.	Respectfully listens, interacts, discusses and poses questions to others during discussions.	Has some difficulty respectfully listening and discussing, and tends to dominate discussions.	Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions. Impedes group from reaching consensus.	
4 Research and Information-Sharing	Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethinks ideas relating to the group's project goals.	Usually provides useful research and ideas when participating in the group discussion.	Sometimes provides useful research and ideas when participating in the group discussion.	Rarely provides useful research or ideas when participating in the group discussion.	
5 Problem-Solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems.	

6

Group/Partner Teamwork

Consistently makes necessary compromises to accomplish a common goal.	Usually makes necessary compromises to accomplish a common goal.	Occasionally makes compromises to accomplish a common goal, and sometimes helps keep the group working well together.	Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members.
Always has a positive attitude about the task(s) and the work of others.	Usually has a positive attitude about the task(s) and the work of others.	Occasionally is publicly critical of the task(s) or the work of other members of the group.	Is often negative and publicly critical of the task(s) or the work of other members of the group.
All team members contributed equally to the finished project.	Assisted group/partner in the finished project.	Finished individual task but did not assist group/partner during the project.	Contributed little to the group effort during the project.
Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.	Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.	Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.	Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.



Group Discussions Ideas

- Who to invite as guest speakers
 - Who's going to contact them
 - What are you going to ask/tell them: date, time, topic, things you want them to say
- Everyone write down key vocabulary and ideas from their assigned chapter
 - Are there specific tables/charts in the chapter that would be beneficial to discuss in the presentation
- Related websites that would be great sources for the presentation
- Interesting things to include in the presentation
 - An interesting, engaging anticipatory set
 - A unique, effective technique for introducing new info
 - A creative way for the students to work collaborative to practice the material (inner/outer circle, musical chairs, hot potato, around the world)
 - What to include on your assessment – what do you want the kids to know and be able to do at the end?
- Everyone start making a list of accommodations which would target all three networks of the brain in each of the 6 phases of the presentation
- Technology you hope to use in your presentation
 - Power point
 - Prezi
 - Picasa
 - Pandora
 - DVD

Guidelines for Role Playing Disabilities

During the **eight group presentations** we will also have various students in the class who are role playing that **same disability**. The purpose is to give the presenters and the class the chance to simulate a learning environment that would include students with special needs and various strategies that would help support their unique needs.

What this task entails, whichever exceptionality you sign up for, you must research the indicators (ie: specific behaviors) of that particular disability (which is the same as what you're expected to do for you wiki) and be prepared to participate in the group's presentation taking on the persona of that student. We will discuss various places you can find these indicators in class.

You will also write a one page reflection on the experience that will be due the following class session. So if you role play on Friday the reflection paper will be due on Monday. The reflection paper should address your thoughts, feelings, and actions as you were role playing and then what the group presenters did to accommodate your needs and what your thoughts were about their actions.

Making Connections

I genuinely believe everything in this life is inter-connected, everyone we meet, every experience we have, it is all part of this telestial experience that's unique to us. I also believe that as we come to recognize these connections we also begin to recognize the magnitude of Father's influence in our lives and just how much He cares for us. Plus, it keeps us current in our practice. The articles you'll see on this list serve is current research that's being done in the field that is yielding positive results with exceptional children

As such for this assignment your task is to:

1. Join the CEC list serve <http://www.smartbrief.com/cec/>
2. Then select a current article and print it out.
3. Then you're going to draw connections between the article to:
 - a. something in your personal life and
 - b. something we're discussing in class with regards to exceptional children.
4. You will have 5--- 7 minutes (tops) to share a specific quote or two from your selected article, and then share with the class your personal connection and finally, how these two things relate to the content in our course.
5. You will turn in the article to Sister Watts

My Name is Kahn Reflection Questions
(Must be typed – posted on blackboard)

From your perspective, what was the message this movie was attempting to convey?

What role did Kahn's mother play in his ability to manage his disability?

What were some of the behaviors (abilities and/or inabilities) unique to Kahn's disability and how did they influence his life?

In what ways did Kahn's autism influence the way he dealt with the death of his step son? Compare and contrast this to his wife's reaction?

Have you seen other movies that also have individuals with disabilities? If so, which ones and would you recommend them to your classmates; why or why not.

Final Study Guide Overview

Your study guide should include twenty questions and their answers covering each of the topics outlined below.

The types of questions you should include on your study guide are:

multiple choice, fill in the blank (cloze questions), short answer, word back, matching, etc...BUT NOT TRUE AND FALSE ☺

Once you've created your typed 20 question/answer study guide send it to Sister Watts' email (aileen.watts@byuh.edu) and I will compile them and send them out to everyone to practice with.

Topics

Universal Design for Learning

Strategic network (how), Affective network (why), Recognition network (what)

Multiple means of (representation, action and expression, engagement) –

Specific accommodations within each of the three areas

UDL Lesson Phases

anticipatory set

introduce/model new information

guided practice

independent practice

wrap up

assessment (pre/post, formative, summative)

Academic versus Behavioral accommodations

Response to Intervention

RTI team members: such as...

3 tiers of intervention

types of data collection (i.e.: student work samples – be specific)

Etiology – genetic versus environmental

IDEA 2004

IEP

Gardner's Multiple Intelligences

High incidence disabilities (Description, Indicators, Accommodations)

Learning Disabilities (Dyslexia, Dyscalcula, Dysgraphia)

Communication Disorders

Emotional/behavioral Disorders

Intellectual disabilities

Autistic spectrum disorder

ADHD (OHI)

Low incidence disabilities (give specific examples)

Sensory impairments, OHI, TBI, Orthopedic impairments
Gifted and Talented Students

English Speakers of Other Language (ESL) Students

Diversity in the classroom (religious, cultural, ethnic, socio-economic, familial, etc)

Cooperative learning

Metacognitive strategies

Inclusion versus mainstreaming

Case Study Outline

Name:

Age:

Gender:

Exceptionality (SPED, ELL, GT, etc)

Then in 2 paragraphs or less list as much information as you know about the individual: behavior, social skills, academic background, family, etc. Anything you think would allow us to see the full picture of this individual. Make them as real as possible for us. A picture would be great if you have one ☺

Timeline of Completion for Wikis

Due Wednesday, April 20	Due Wednesday, April 27th
Sign up for pbworks wiki account Create main page with 11 links Change page title to exceptional children Change background color Create 11 connecting pages Add one picture/graphic	Add a picture/graphic to every page (exceptional children page as well – i.e. front page) Put subheadings on each of the pages (description, indicators, accommodations) Fill in the descriptions and indicators for each of the 11 pages list the source where you found them Add one video
Due Wednesday, May 4	Due Wednesday, May 18th
Put videos on each of the pages Start working on accommodations	Put specific accommodations on every page – at least three that are academic and three that are behavioral – must be unique to that disability *Do not do this for the UDL, RTI, Metacognition or MI page Add elements that make it unique – slide, avatar, connections for other related media, etc

All Wikis Must be Completed by June 1st

Final Wiki Project

The text for this course introduces various important elements that classroom teachers need to consider when working with diversity. As part of that learning/reflecting process, it seemed logical to have everyone create a summative project that would allow students to showcase their understanding of effective classrooms for exceptional children. This assignment is designed to add to the depth of student knowledge in each of the areas he/she will create as part of this project. Some resource suggestions will be provided in class, but the students are also expected to seek additional information to develop his/her wiki. Students will be responsible for sharing their wikis with their fellow classmates on the final day of class. More information on this assignment will be provided in class.

Go to: <http://www.pbworks.com/> to sign up for one of your own. (We will also do this in class-but you're welcome to get started early if you choose) Each wiki which will contain the following ten pages:

The title page of your wiki should provide an overview of each of the main categories of this course, which are:

Hyperlinks

- 1) Learning disabilities
- 2) Speech and language disabilities
- 3) Emotional/behavioral disorders
- 4) Attention deficit disorders
- 5) Autism
- 6) Intellectual Disabilities (MR)
- 7) Culturally and linguistically diverse students and Gifted and Talented Students
- 8) Low incidence disabilities (one page which innumerate's the remaining categories?)
 - Sensory disorders – visual and hearing
 - OHI (asthma, aides, epilepsy, etc)
 - Orthopedic impairments (cerebral palsy, MS)
 - TBI
- 9) Gardener's Multiple Intelligences
- 10) Metacognitive Learning Strategies (for students)
- 11) UDL and RTI

Each of these 10 categories should also be linked to another page in the wiki which itemizing the following 3 categories:

- 1) Definition of the category
- 2) Indicators (what markers would identify this child/student as having this exceptionality)
- 3) At least three academic accommodations and at least three behavioral strategies that would be successful with these particular exceptionalities – be specific

Wikis must include at least **3 – 5** different internet sources (e.g.: NICHY, ed.gov, NCELA, etc) and **a specific URL source must be listed for every item itemized**. Remember, all source websites must be credible, providing research based accurate information.

Wiki Project Evaluation Rubric

You will receive a point for every item you've successfully included in your wiki

Wiki Pages	Definition / 1	Indicators /1	Academic & Behavioral Accommodations +6 (at least 3 or each) /2	Pictures/Graphics /1	Video Link /1	Spelling, grammar, overall visual appeal /1
Learning Disability						
Communication Disorder						
ED/BD						
ADHD						
Autism						
Intellectual Disabilities (MR)						
CLD						
Gifted and Talented						
Low Incidence Dis.						

Total _____ /63

Related Pages	Definition /1	Pictures/Graphics /1	Video Link /1	Spelling, grammar, overall visual appeal /1
Exceptional Children (Title Page)				
Multiple Intelligences				
Metacognition				
UDL/RTI				

Total _____ /16

Points for using 3+ different sources _____ /3

Total Points: _____ / 82

Total %: _____

Comments: _____
