University of South Florida Sarasota-Manatee Course Syllabus

EEX 4084, 3 Credit Hours
Differentiating Instruction for Exceptional and Diverse Students
Fall 2014, Room A320A

Instructor: Dr. A. Helene Robinson
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Office Hours: by appointment only

PREREQUISITES: None

COURSE DESCRIPTION: This course is designed to introduce teacher candidates to the categories and characteristics of exceptional students served in the public school setting. Teacher candidates will review the concepts of differentiated instruction, Universal Design for Learning (UDL), and inclusionary classroom practices for exceptional and diverse students with an emphasis on using arts integration. Strategies for working with students in general education settings and for identifying and referring students when they cannot succeed in the classroom are included. Particular attention is given to strategies for individualizing instruction, classroom organization, and behavior management in inclusive settings. This course is required by the state of Florida for certification in all areas of elementary education, secondary education, and exceptional student education.

COURSE TOPICS: This course will cover the following content areas:
1. Reviewing the history of providing services to students with exceptionalities.
2. Examining the philosophical assumptions that guide exceptional student services in general education settings.
3. Examining the child and family rights set forth in IDEA and Section 504.
4. Examining the similar and distinguishing characteristics of high prevalence and low prevalence disabilities in classrooms.
5. Differentiating for the needs of students who are in special education using the Universal Design for Learning guidelines.
6. Identifying the characteristics of effective teams.
8. Describing modifications to the curriculum, classroom structure, and performance expectations that help students succeed.
9. Creating arts-integrated curricula that promote growth and support students’ success.
11. Discussing the benefits of school-focused interactions; such as, school-wide Positive Behavior Intervention Supports (PBIS).
12. Describing how to establish a sense of community in the classroom.
13. Describing how to involve families in schools/communicating effectively with families/sharing negative, difficult information with families.

COURSE OBJECTIVES: Students who successfully complete this course will be prepared to:

a) Explain the research base, the legal mandates, ethical implications, and philosophical arguments for implementing inclusive educational programs for students.
b) Explain the legal protections afforded to children and their families with disabilities, including child and family rights to a free and appropriate public education, confidentiality, non-biased assessment, individualized educational programs, and due process.
c) Assess the different learning and behavioral needs of students with exceptionalities and identify multiple means of representation, engagement, and expression that can be utilized in inclusive classrooms.
d) Recognize the indicators of cognitive, affective, physical and health impairments, especially for high incidence disabilities and autism.
e) Apply the Council for Exceptional Children (CEC) Standards for Collaboration in their teaching and working with families and other professionals.
f) Create a positive classroom environment that accommodates the various learning styles and cultural backgrounds of students.
g) Create arts integrated curriculum, differentiated using the Universal Design for Learning guidelines, so that students with special needs can be successful in general education settings.
h) Develop knowledge and skills in collaborating and consulting with teachers and other professionals to develop programs for students with special needs.
i) Involve families of children with disabilities as partners in the planning, implementation, and evaluation of their children’s programs.

COURSE STUDENT LEARNING OUTCOMES: Upon completion of this course, students will be able to:

1. Develop an arts integrated differentiated unit plan, aligned with the Common Core standards and Universal Design for Learning (UDL) guidelines, for a case study class including students with various exceptionalities and English language learners using backward design planning.
2. Evaluate and modify arts integrated lesson plans to ensure that students with a variety of exceptionalities and English language learners with UDL components to prevent possible barriers to learning with a case study class of students with academic and behavioral challenges using designated checklists and rubrics.
3. Begin to develop a posture of cultural reciprocity and describe how a posture of cultural reciprocity can facilitate collaborative efforts with other professionals and parents of students with special needs from diverse cultural backgrounds through a project and reflective paper.
4. Demonstrate the use of positive behavior supports for the classroom to prevent challenging behavior after analyzing a case study class of students with various academic and behavioral challenges by developing class-wide PBS and individualized PBS supports.
5. Demonstrate knowledge of competencies and skills necessary in order to effectively teach students with various exceptionalities through completion of quizzes and creation of a teacher toolbox.

TEXT AND MATERIALS: *Items with an asterisk will be available on Canvas

**Textbook:**


**Articles:**


**Websites:**
CAST: Center for Applied Special Technology [www.cast.org](http://www.cast.org)

National Center on Universal Design for Learning [www.udlcenter.org/aboutudl/udlguidelines](http://www.udlcenter.org/aboutudl/udlguidelines)

Tech Matrix [www.techmatrix.org](http://www.techmatrix.org)


FL DOE Common Core Resources [http://www.fldoe.org/schools/ccc.asp](http://www.fldoe.org/schools/ccc.asp)


Manatee County Core Curriculum [http://www.manatee.k12.fl.us/curriculum/mcc/mcc%20elementary.htm](http://www.manatee.k12.fl.us/curriculum/mcc/mcc%20elementary.htm)
TaskStream subscription: required

**TASKSTREAM:**

TaskStream is a web-based electronic portfolio required of students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks **must be uploaded to your electronic portfolio on TaskStream** and be rated with a **mean score of 3 or higher** in order to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.

**CRITICAL TASKS:** Assignments designated as Critical Tasks must receive a passing grade in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade, you will be required to redo the assignment. Your initial grade on the assignment, averaged with the required resubmission, will be used to compute your final grade for the course. Critical tasks for this course are the Cultural Reciprocity Project, Differentiated Arts-Integrated Interdisciplinary Unit Plan, and the Positive Behavioral Supports Project.

**ESSENTIAL ASSIGNMENTS:**

These are required course assignments that have been aligned with requirements needed for accreditation.

**CANVAS USE:**

The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for documents and communication.

Information on how to use Canvas is available at:
http://www.usfsm.edu/infocommons/students.php

**COMPUTER LAPTOP USE (suggested)**

USFSM requires all students to have laptops that can be brought with them to class.

**PLAGIARISM SOFTWARE (if applicable)**

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

**PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.**

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.
GRADING, EVALUATION AND ATTENDANCE POLICIES:
Written Assignment Requirements:
It is expected that students will demonstrate a proficiency in written work; thus, a grading component for all assignments will include quality of written expression. This includes spelling, punctuation, syntax, format, and presentation, along with correct APA citations.
It is imperative that you proofread all writing to ensure that the paper has a clear sequence with complete sentences and correct word formation (subject-verb agreement, verb tense, apostrophes, and lack of homonym errors). Papers with excessive errors will be returned ungraded and you will be required to contact the writing center for assistance.
You will be given an opportunity to resubmit the paper with the following stipulations:
1. Revised paper is due two days after the original due date.
2. Final grade for the paper will reflect a deduction of points as your final grade will be averaged with first submission.
3. Original submittal must accompany revision.

On writing in EEX 4084:
☐ All papers must be typed, double spaced, and in 12 pt., Times New Roman font, with 1” margins all around.
☐ Use quotations if using an author’s words verbatim. Reference in-text citations in APA format by giving the author’s last name and date of publication. For quotations also include the page number.
☐ Be technical in your writing format (i.e., formal journal articles), with little reliance on descriptive words, jargon or colloquialisms.
☐ Assume that your reader does not know what you know. Be specific in explanations and in the quality of written expression.
☐ Proficient writing skills depend on correct grammatical usage, word choice, spelling, as well as content. Along with spelling and grammar checks on your word processing software you should also proofread your assignments before you hand them in.
☐ Follow the rules of the publication manual of the American Psychological Association (APA, 6th edition) in citing references. If you do not already have a copy of the APA Publication Manual, these are available at the USF Bookstore, online from http://www.apastyle.org/pubmanual.html, and through amazon.com.
☐ Your writing should be in ‘People First’ language. People First language is used in professional fields to provide meaning and value to the student/person before the disability. Examples of People First language include “student with Autism” as opposed to “Autistic child” or “child with a disability” as opposed to “disabled child.” It is important that you not only write and speak in People First language but that you begin to make a concerted effort to advocate that those around you also write and speak in this manner. Papers that do not reflect People First language will lose points.

A. Attendance, Preparation, & Class Participation (130 points).
Students are expected to read the required chapters and come to class prepared to actively participate in discussions and activities related to the topic(s) under discussion. Each week we will start class with a 20-minute group experience/discussion relating to the chapter readings. Using the roles outlined on Canvas (Discussion Director, Illustrator, Connector, and Summarizer) we will use the Reflective Round-Robin Circles as a means to discuss the text and other readings. Summarizers, please email me your summary of the discussion the next day.

When working on group projects in class, student should contact his/her group members if he/she is not going to be in class and arrange a way to make up the group work he/she will be missing. It is very important that students communicate with their group members as lack of communication and equal effort on the group project will drastically lower their participation points as well as their grade on the actual group assignment.

This course requires each person to step outside of their familiar way of ‘doing things’ in order to collaborate, create, and be an active-participant often in a group. Due to the experiential nature of this course it is very important that you attend all classes. Although active participation is a subjective call on
my part, I will be looking for a willingness to explore new ideas, an openness in communicating these ideas, and an ability to interact with myself, fellow students and other professionals in the field. Please do not assume that if you simply “show-up” that you will be granted 130 points. See participation rubric.

Excessive absences (more than 3) will be considered an inability to maintain good academic standing and a student will be counseled to withdraw from the course. Please note: if there is an emergency please do your best to call me prior to the class. A consistent late arrival or early departure is unprofessional and will impact your participation points. You will not be able to make up points from the Reflective Round Robin participation at the beginning of class if you arrive tardy. The attendance sheets will determine whether you are counted present, tardy or absent. It is the student’s responsibility to get any handouts, etc. that were not received due to an absence.

B. Chapter Quizzes – Essential Assignment
You will be expected to read the chapters discussed in class prior to coming to class. You will complete the Matching Quiz and the Interactive Quiz for each chapter(s) we are covering that week prior to class. Make sure that you purchased the text with the CourseMate access code as you will need to access this site to take your chapter quizzes and have access to many resources. You may also purchase just an access code if your textbook did not come with one; however, it is much more expensive to buy the access card without either the hard book or e-book.

To log in and register once you have your access code, go to https://login.cengage.com/cb/login.htm. Make sure you join the class by adding your course key so that I can view your quizzes.
Your Course Key is: CM-9781133490890-0000109
There are directions I have uploaded in Canvas or you may go directly to this link to learn how to register and add a course key. http://www.cengage.com/tlconnect/client/product/fcis.do?productId=535

C. Cultural Reciprocity Project – Critical Task – (150 points)
Part 1 - Students will read pages 1-13 in Building Cultural Reciprocity with Families: Case Studies in Special Education, Chapter 7 in the text, and one other reference on understanding multiculturalism and diversity. You may choose any source as your third reference; however, there are some excellent ones listed in the reference section of this syllabus. You will need to understand this in order to complete step 2 and step 3. You will need to include all 3 references in a reference page at the end of your paper in APA format and refer to the sources with appropriate citations within part 3 of the project below.
Step 2 – Before the interview, rate yourself using the CEC Special Education Self-Assessment Tool on how much you feel that skill/knowledge would be valuable and also rate your own awareness/proficiency of each knowledge/skill.
Step 3 - Students will identify a parent of an exceptional child to interview. The parent should be culturally different from them (as determined by the identity web). Create a personal identity web, as in above referenced reading on pages 6 and 9, on yourself before contacting the parent. When you first contact the parent, tell them the purpose of your interview and to explain why you are asking them for the information you need to create an identity web on them. You may just have the parent fill in the identity web or you may ask them and fill it in yourself. This is important to determine if the parent is culturally different from you.
Step 4 - During your interview, ask the parent to provide an average rating over time of the school’s proficiency in the knowledge and skills, and also how much they feel the specific skills/knowledge are valuable to collaborate successfully with parents of children with disabilities. Add comments to elaborate on the ratings. Ask any other questions that may help you understand the parent’s point of view and record brief notes.
Step 5 - Finally, compare and contrast the ratings and comments and the information in your identity webs. Look for explanations based on the similarities and differences in your identity webs as to why you may value some of them differently. Facilitate more discussion following the 4 steps of developing cultural reciprocity adapted for this assignment: 1) Identify the cultural values that are embedded in your interpretation of which skill/knowledge is most and least valuable. 2) Find out if the parent recognizes and values these assumptions, and, if not, how their view differs from yours. 3) Acknowledge and give explicit respect for any cultural differences identified, and fully explain the cultural basis of your assumptions. 4) Reflect on the interview data, looking for differences in your rating of values and proficiency and how the
parent valued and rated the school’s proficiency. Reflect on any areas that you could adapt or improve on to match the value system of the parent and to create a more successful collaboration if you were their child’s teacher. Elaborate on how these adaptations, if implemented by the school(s) servicing their child, would have facilitated better collaborations with the parents and more success for their child.

*We will be doing a simulation of this in class prior to your own project so that you can see a demonstration of how to use the 4 steps of cultural reciprocity to build collaboration/understanding.

Step 6 – For the narrative, summarize how the reading, the personal identity webs, and the interview process contributed to developing a posture of cultural reciprocity as Harry described in the reading. Make citations to the readings to support your ideas and/or to explain any identified scenario that occurred during the interview. Also discuss how this will help in future collaboration with other school professionals and parents of students with special needs. Make sure you attach the self-assessment tool and comments but you may include both answers on one document. Follow APA formatting. See rubric.

D. Teacher Toolbox – Essential Assignment – (120 Points)

Materials gathered throughout the course will be compiled into a ToolKit binder for Integrating Exceptional Students in the General Education Classroom (must be organized in a 2-3 inch binder). Bring Teacher Toolbox to last class session to be graded.

The toolkit should contain a compilation of tools, strategies, options, etc. to assist the General Educator in working with students with exceptionalities. You should select the top 16 “tools” that you have learned from this course in order to include students with various exceptionalities in the general education classroom. You should include a table of contents that has a brief description of each tool, citation to each tool, and alignment to specific UDL principles. Keep it brief and teacher friendly as a resource that you could use when teaching your future students. You will present your toolboxes “in character”. See rubric.

The toolbox should contain “tools” from each of the following areas, but not limited to the following areas:

1. Examples of IEP and 504 plan with tips on developing effective IEP’s
2. Universal design for learning tools
3. Instructional methodologies from text or from clips we viewed
4. Collaborating with diverse families and Special Educators (co-teaching and collaboration)
5. Positive Behavioral Support Strategies
6. Arts Integration resources and lessons for use to differentiate students with disabilities
7. Assistive Technology for teachers to use with students with disabilities
8. Characteristics of students with different disabilities and strategies to work with them

E. Differentiated, Arts-Integrated, Interdisciplinary Unit Plan – Critical Task - (200 points)

Develop an interdisciplinary arts integrated unit integrating language arts, social skills, math, science/social studies, and the arts (music, visual art, dance, drama). Use the example in your text to create a 1 page unit overview visual making sure to include all information as in the example. In addition, create a matrix showing differentiated, tiered activities by both art form and cognitive challenge level with a brief description on the matrix of the different tiered activities for each essential question. You will also include task performance cards for each activity as well as rubrics for each activity. Decide best placement of the case study students to the various groups after considering their characteristics and justify their placement. Specify if any other accommodations or assistive technology is needed for these students to be successful in their assigned groups. Make sure to align essential questions to the Common Core Standards. See rubric for further details on how you will be graded.

a. During your brainstorming, decide on a unit topic showing the connections between related concepts and interdisciplinary relationships as demonstrated in a graphic organizer (see page 195 in your text for example). You may also refer to the Cornett readings for information, activities, and ideas for integrating the arts and also the Kennedy Center Arts Edge website and the Lincoln Center website.

b. Construct an essential question that connects the unit concepts for interdisciplinary activities and include on the teacher performance task sheets. You must have at least 1 essential question but you may create more.

c. Align each essential question with the related Common Core Standards and the Sunshine State standards (for the subjects that do not have Common Core standards) including all the subjects required for this project. Include standards on each rubric for each performance task.

d. Create an Arts Integration Activity Matrix with the art forms horizontally and either Bloom’s
Taxonomy (or another taxonomy of cognitive challenge levels) vertically. After creating an Arts and Cognitive Level Matrix, develop several (at least 3) differentiated activities by the intersection of these columns for each essential question. Write a brief description on the matrix and create a teacher task sheet (Performance Task Worksheet) and a student task sheet (Evaluating Performance Task Worksheet) for each activity. The student task sheet includes the lesson objectives and step by step directions so the small group can complete the activity independently. While the teacher task sheet is used as a planning tool to create each task.

e. Create a rubric to assess each Task Card activity. Fully describe each criteria and degree of mastery for each level of proficiency on the rubric (see readings for examples and links to create rubrics)

f. After reviewing your class case study list used for the PBS project, place each student in a group. Pretend that you are the teacher of an inclusion class of 25 students. Base your decision to place a child in each activity from the information given about the student. Placements are justified. List any accommodations and assistive technology that may benefit the student. See Tech Matrix www.techmatrix.org for listing of assistive technology by type and subject. Also mention if the student would be measured by the FCAT or the Alternate Assessment. If the latter, be sure to specify the Access Points related to the NGSSS that the student’s learning would be measured by.

F. Positive Behavior Supports (PBS) Classroom Project – Critical Task - (100 points)
Refer to directions with a task analysis of each step that needs to be completed for the PBS project. This is in the other packet containing the rubrics. You will be working on much of this in class while I cover additional content you need, so it is essential that you are in class and communicate with your partner if an emergency arises so that the work will be divided fairly if you choose to work with a partner on this project. Refer to the rubric for details on how you will be graded and criteria you need to include in your project.

G. Arts Integration & Universal Design for Learning (UDL) Lesson Plan Critique and Redesign – Essential Assignment - (150 points)
Select 1 lesson plan from https://artsedge.kennedycenter.org/educators/lessons.aspx to evaluate if it is an example of differentiated instruction using the UDL criteria. Using the Center for Applied and Special Technology (CAST) handout on UDL guidelines (on Canvas), state which of the UDL guidelines (and each of the principles under each guideline), it is missing. Additionally, evaluate the lesson using the Arts Integration Checklist (on Canvas) and explain how it does or does not meet each criterion. Whichever Arts Integration criteria the lesson does not meet, rewrite the lesson plan so that it does hit all the criteria. Please use color font to indicate your additions to the lesson plan, using one color for arts integration changes and one color for UDL changes. Select a case study class from the list on Canvas and select 3 specific students from your case study class. Identify what possible barriers to learning they may have during this specific lesson and which UDL guidelines and specific principles would eliminate the barriers. Include this information on the “Differentiated Instruction” section on the lesson plan template. Use the USFSM lesson plan template to rewrite the lesson. Make sure to align your lesson plan to the Common Core Standards and the NGSSS for all subjects integrated.

GRADING:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
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<tr>
<td>12 Chapter Quizzes</td>
<td>150</td>
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<tr>
<td>Teacher Toolbox</td>
<td>120</td>
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<tr>
<td>Arts Integration &amp; UDL Lesson Plan Critique/Redesign</td>
<td>150</td>
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<tr>
<td>Cultural Reciprocity Project</td>
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<tr>
<td>Group Arts Integrated Unit Project</td>
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<td>PBS Classroom Project</td>
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GRADE SCALE:

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<td>94 – 97%</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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</table>
84 - 86% = B
80 - 83% = B-
77 - 79% = C+
74 - 76% = C
70 - 73% = C-
67 - 69% = D+
64 - 66% = D
60 – 63% = D-
Below 60% = F

* The instructor reserves the right to change course requirements or course schedule as deemed necessary. The final grade and its determination (based on completion of all requirements) is the purview of the instructor.

WORK POLICY:
1. All quizzes and assignments are due on the specified due date.
2. Quizzes and assignments may not be made up unless an excused absence is granted for an emergency, and prior arrangements have been made to complete the assignment at another time. Any emergency requests for extensions on assignments must be made by sending the instructor an e-mail using their USF email account 24 hours prior to the deadline for the extension to be granted. This is IMPORTANT. Do not send a request for an extension on a quiz or assignment from your home email account.
3. If an assignment is late due to an “excused” absence, it is due the next day (or on a date arranged with the professor). If it is not turned in, or an extension was not requested by the student through class email at least 24 hours beforehand), a 5 point penalty will be given for each day late (in other words, 5 points will be taken off the total points of the quiz or assignment for each date late).
4. For group projects, I reserve the right to lower an individual grade if one is not contributing equally and in a timely manner to completing a fair share of the total tasks for the group. Each group must submit a list of group members and assigned tasks and due dates. Any alterations of assigned tasks or extension of due dates for a group members part must be cleared with the group. You must communicate with your group when you are not in class or tardy on a day we are working on group projects and determine a way for you to complete your portion the work. Lack of communication will result in a student’s individual grade being lowered! I will be checking at the end of group work time on individual group member contributions and collaboration.

USFSM AND USF SYSTEM POLICIES
A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and Mobull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of
Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

EXE 4084 COURSE SCHEDULE: (Note the last day to drop class with a “W” is 11/2/13)

<table>
<thead>
<tr>
<th>DATES</th>
<th>CHAPTER &amp; Required Readings</th>
<th>TOPICS</th>
<th>TASKS/ASSIGNMENTS</th>
<th>Notes</th>
</tr>
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| 8/27/14 | • Class Overview & Introductions  
• Self-Efficacy and students with disabilities  
• Impairment, Disability, Handicaps  
• Person First Language  
• Battle of the Brains film | • Class Introductions and Sticky Note Activity  
• Notes on ways we gain self-efficacy  
• IDH activity | | |
| 9/3/14 | Chapter 1 | • Going to School film  
• Teaching in Todays Inclusive Classroom | • Due Chapter 1 Quiz  
• Narrative on reaction to points raised in film on educating students with disabilities | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
<th>Assignment Details</th>
</tr>
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</table>
| 9/10/14    | Chapter 2, & Robinson (2012) article & UDL Educator’s Checklist             | • Introducing UDL  
• Arts Integration  
• Lesson Plan Critique  
• Due Chapter 2 Quiz  
• Bring Arts Integration lesson plan from Kennedy Center website to class  
• Bring UDL Checklist to class  
• Bring Arts Integration checklist to class |
| 9/17/14    | Chapter 3 & Chapter 6                                                       | • Policies, Practices, and Processes for Special Education and Inclusive Education  
• Learners with Gifts and Talents, Culturally and Linguistically Diverse and at Risk students  
• Due: Chapter 3 & 6 Quizzes  
• Bring PBS project Task Analysis to class  
• Bring to class PBS case study class list that you selected on Canvas and the Autism case study list  
• Due: Draft of Lesson Plan Critique and ReDesign |
| 9/24/14    | Chapter 4 & Chapter 11                                                      | • Learners with High Incidence Disabilities (ID, LD, SI, LI, BD, ADHD)  
• Selecting Behavioral Supports for all Learners  
• How Difficult Can This Be?  
• F.A.T film  
• Why PBS?  
• 7 principles of ABA  
• A-B-C’s of behavior  
• Step 1 & 2 PBS project  
• Due: Chapter 4 & 11 Quizzes  
• Bring PBS project Task Analysis to class  
• Bring to class PBS case study class list that you selected on Canvas and the Autism case study list  
• Due: Draft of Lesson Plan Critique and ReDesign |
| 10/1/14    | Chapter 5                                                                   | • Learners with Low Incidence Disabilities (HI, VI, PI, OHI, MD)  
• Autism  
• Examples of ABA, Social Stories, and Discrete Trial training  
• Operationally defining behavior  
• 5 steps of functional assessment and intervention planning (steps 1-4)  
• Step 5 of functional assessment and intervention planning  
• Step 3 & 4 PBS  
• Due: Chapter 5 Quiz  
• Due: Lesson Plan Critique and ReDesign |
| 10/8/14    | Chapter 7 & Harry reading                                                   | • Collaboration and Cooperative Teaching  
• Collaborating with Diverse Families  
• Developing a posture of Cultural Reciprocity  
• Developing and teaching rules & procedures  
• Due Chapter 7 Quiz  
• Bring interview sheet for cultural reciprocity project  
• Bring Harry reading packet to class |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Session</th>
<th>Topics</th>
<th>Due/Assignments</th>
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</thead>
<tbody>
<tr>
<td>10/15/14</td>
<td>Chapter 10</td>
<td>• Instructional antecedents (time, routine, and positive/calm climate)</td>
<td>• Selecting Instructional Strategies for Teaching All Learners</td>
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<td></td>
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<td>• Social skills on the universal and tertiary level</td>
<td>• Punishment vs. Behavior Reductive Techniques (DRI, DRA, DRL, DRO, extinction, response cost, and time out)</td>
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<td></td>
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<td>• Step 5, 6, &amp; 7 PBS</td>
<td>• Premack Principle and token systems, contracts, stimulus control, group reinforcement system, and self-management techniques</td>
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<td>• Explore techmatrix.org website</td>
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<td>• Begin Step 8, 9, &amp; 10 PBS</td>
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<tr>
<td>10/22/14</td>
<td>Chapter 12 &amp; Group Work Session</td>
<td>• Designing Learning that Works for all Students</td>
<td>• Due: Draft of PBS Project for Peer Review</td>
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<td>• Interdisciplinary Unit Planning</td>
<td>• Due: Chapter 12 Quiz</td>
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<td>• Differentiating Instruction</td>
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<td>• Arts Integration</td>
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<td>• Unit Project Introduction</td>
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<tr>
<td>10/29/14</td>
<td>Chapter 8</td>
<td>• Assessing &amp; Evaluating Learner Progress</td>
<td>• Due: Chapter 8 Quiz</td>
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<td>• Interdisciplinary Unit Planning</td>
<td>• Due: PBS Project</td>
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<td>• Using Rubrics</td>
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<td>• Alternate Assessment</td>
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<td>• Unit Project Work</td>
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<tr>
<td>11/5/14</td>
<td>Chapter 9</td>
<td>• Big Ideas in Science, Social Studies, Literacy, Math</td>
<td>• Due: Draft of Cultural Reciprocity Project</td>
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<td>• Applying CEC Code of Ethics and Professional Practice Standards to Case Studies</td>
<td>• Due: Chapter 9 Quiz</td>
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<td>• Unit Project Work</td>
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<tr>
<td>11/12/14</td>
<td>Chapter 13, 14, &amp; 15</td>
<td>• Final Unit Project Work</td>
<td>• Due: Cultural Reciprocity Project</td>
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<td>• Viewing of teaching “tools”</td>
<td>• Bring to class “Let it Go” case study on Canvas</td>
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<tr>
<td>11/19/14</td>
<td>Group Work Session</td>
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<td>• Due: Draft of Unit Project</td>
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</tbody>
</table>
REFERENCES


Bohanon Hank, K. Brigid Flannery, JoAnne Malloy & Pamela Fenning (2009): Utilizing Positive Behavior Supports
in High School Settings to Improve School Completion Rates for Students with High Incidence Conditions, Exceptionality: A Special Education Journal, 17:1, 30-44 doi.org/10.1080/09362830802590193.


Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a


*Strategies for teaching students with motor/orthopedic impairments.* (2004). Retrieved September 26, 2004, from the University of West Virginia Website: [http://www.as.wvu.edu/~scidis/motor.html](http://www.as.wvu.edu/~scidis/motor.html)


**Internet Cites**

For useful information regarding all facets of special education:

The Council for Exceptional Children
[http://www.cec.sped.org](http://www.cec.sped.org)

Federal government resources for special education

Special Education resources and news

U.S. Office of Special Education and Rehabilitation Services
[http://ed.gov/about/offices/list/osers/index.html](http://ed.gov/about/offices/list/osers/index.html)

U.S. Department of Education

For issues relating to special education laws

National Dissemination center for Children with Disabilities
http://www.nichcy.org


Association for the Gifted (TAG), Council for Exceptional Children –
http://www.ceedag.org

Association for Supervision & Curriculum (ASCD) – http://www.ascd.org

Attention Deficit Information Network (AD-IN) – http://www.addinfonetwork.com


Children and Adults with Attention Deficit Disorder (CHADD). www.chadd.org


National Attention Deficit Disorder Association – http://www.add.org

National Office for American Mensa, Gifted Children Program –
http://www.us.mensa.org


National Council on Disability - www.ncd.gov

National Information Center for Children and Youth with Disabilities (NICHCY) – (800)695-0285, www.nichy.org


Southern Poverty Law Center. Teaching Tolerance. www.splcenter.org

Special Olympics (800) 322-4736, Fax (407) 870-9810


U. S. Department of Education, Office of Special Education and Rehabilitative Services
– http://www.ed.gov/offices/OSERS/

WebTeacher – http://www.webbyeacher.org