EMPORIA STATE UNIVERSITY
Department of Special Education and School Counseling
Spring 2011

Course: SD 560 A, Collaboration and Strategies for Inclusive Settings
Tuesday - Thursday 8:00-9:20, Visser Hall, room 312

Instructor: Marla A. Darby, MS
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Office Hours: Monday and Wednesday from 10:00-12:00 and 1:00-2:00 and by arrangement.

Prerequisite: SD 550, (Survey of Exceptionality) which provides an introduction of the history and foundation of special education; the characteristics of exceptional learners; IDEA and related laws, rules, and regulations; the least restricted environment, inclusion; and other placement options; and additional foundation information is the prerequisite to SD 560.


PowerPoints: PowerPoints for each text chapter are available on Blackboard.

Course Resources:
Handouts distributed by the instructor, documents in Course Documents tab in Blackboard, and websites in the websites tab in Blackboard.

ESU Library Resources: http://www.emporia.edu/libsv/wawl.htm

Some other professional resources that might help you:
✓ LD Online: http://www.ldonline.org
✓ Center for Effective Collaboration and Practice: http://cecp.air.org
✓ The National Center for Learning Disabilities (NCLD) http://www.ncld.org
✓ Teaching LD: http://www.dldcec.org
✓ National Dissemination Center for Children with Disabilities (NICHCY) http://www.nichcy.org

Internet: Students are expected to have access to a computer and the Internet to complete the activities for the course and to prepare written papers. Computers with Internet and printers are available in computer labs on the first floor of Visser Hall, Teachers College Resource Center on the second floor of Visser Hall, and other locations on the ESU campus.
If you use an Apple computer, make certain that all your assignments submit to Blackboard. It is your responsibility to know if your assignments are submitted properly.

Course Description: This course provides the classroom teacher with attitudes, skills, and strategies to educate children with a diverse range of learning needs in the general education classroom. This would include the gifted and talented, children with learning and behavior disabilities, distractibility and/or hyperactivity, health problems, sensory impairments, children who are at risk, and the culturally diverse. The teacher will also be provided with skills to increase the desire and ability to collaborate with other professionals, paraeducators, and parents in a team effort.

Accommodations for Special Needs: University policy is: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. The office is located at the Memorial Union lower level, and the phone # is 620-341-6637 Voice, 620-341-6646 TTY, or you may contact via e-mail: disabser@emporia.edu (FSB 01014 approved by the President 4/17/02)

Academic Dishonesty Policy: At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up and to including expulsion from the university.

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
Adopted November 4, 2009

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.
Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

**Outcomes for Teacher Candidates and Other School-Based Professionals**

**Knowledge**

Candidates exhibit knowledge of:
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

**Skills**

Candidates demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Dispositions

Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

Conceptual Framework Model
Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
The expectations and requirements for SD 560 address the following relevant indicators from the Conceptual Framework:

**KNOWLEDGE:** Candidates exhibit knowledge of:
1. Characteristics of diverse learners.
2. Legal issues and ethical standards that apply to sound educational practices.
3. Educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
5. A repertoire of teaching and learning strategies, designed to help students increase their power as learners.
6. Appropriate technology and how it may be used to enhance teaching and learning.
7. Various instructional strategies that can be used to meet the needs and learning styles of individual students.
8. Teamwork and practices for creating healthy environments for learning and teaching.
9. Effective communication techniques in order to develop a positive learning environment.

**SKILLS:** Candidates demonstrate ability to:
1. Integrate and use concepts from their general, content, and professional studies in their educational environment.
2. Implement non-biased techniques for meeting needs of diverse learners.
3. Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
4. Utilize creative planning and curriculum integration to promote learning of all students.
5. Use and support effective communication techniques in order to develop a positive learning environment.
6. Make use of appropriate technology to support student learning.
7. Integrate effective behavior management into all interactions with students.
8. Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
9. Develop a storehouse of learning strategies that help students understand and integrate knowledge.
10. Respond respectfully to ideas and views of others.

**DISPOSITIONS:** Candidates exhibit dispositions that exemplify:
1. Professionalism and ethical standards.
2. Respect for cultural and individual differences by providing equitable learning opportunities for all students.

3. A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

4. A commitment to challenge all students to learn and to help every child to succeed.

5. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

6. A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.

7. A willingness to learn from other professionals in the field.

**TEACHING STANDARDS FOR KANSAS EDUCATORS**

**Relevant Standards for Professional education**

In addition to fulfilling expectations associated with the Teachers College Conceptual Framework, this course will meet the following KSDE Standards for Professional Licensure:

- **Standard 2.K.1** The educator understands how learning occurs—how students construct knowledge, acquire skills, and develop critical thinking—and knows how to use instructional strategies that promote learning for all students.

- **Standard 2.K.2** The educator understands that students’ physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.

- **Standard 3.K.1** The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students’ strengths as the basis for growth.

- **Standard 3.K.2** The educator understands that diversity, exceptionality, and limited English proficiency affect learning.

- **Standard 3.K.4** The educator understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

- **Standard 3.K.6** The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

- **Standard 3.P.1** The educator identifies and designs instruction appropriate to students’ stages of development, strengths, and needs.

- **Standard 3.P.2** The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.

- **Standard 3.P.3** The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

- **Standard 3.P.4** The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
Standard 3.P.7 The educator creates a learning community in which individual differences are respected.

Standard 3.P.8 The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard 4.K.1 The educator understands the cognitive processes associated with various kinds of learning (e.g., critical thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.

Standard 4.K.2 The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).

Standard 4.K.3 The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.

Standard 4.P.1 The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.

Standard 4.P.2 The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.

Standard 4.P.6 The educator uses a variety of reading strategies that are appropriate for students’ diverse learning abilities and that support further growth and development.

Standard 5.K.3 The educator knows how to help students work productively and cooperatively in complex social settings.

Standard 5.K.4 The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

Standard 5.K.5 The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.

Standard 5.P.1 The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

Standard 5.P.3 The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.

Standard 5.P.4 The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
Standard 5.P.5 The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

Standard 5.P.6 The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

Standard 6.K.2 The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.

Standard 6.K.4 The educator knows about and can use effective verbal and non-verbal communication techniques.

Standard 6.P.4 The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality, and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

Standard 7.K.2 The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students’ experiences.

Standard 7.P.1 The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

Standard 7.P.4 The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.

Standard 9.P.2 The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.

Standard 12.K.2 The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.

Standard 13.K.5 The educator understands how educational policy is formulated and how it affects classroom practices.

Standard 13.P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

*ALL ASSIGNMENTS ARE DUE BY MIDNIGHT ON BLACKBOARD

COURSE REQUIREMENTS ARE ALSO FOUND IN THE COURSE CALENDAR.

✓ Personal information. Send an attached file with your picture. Along with your picture, please state your hobbies and interests and a short biography. (10 points) Due Jan. 18.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard.

✓ In Class Focus Group Activity: Review categories of disabilities in IDEA: As a class, we will review characteristics of each disability recognized by the special education law. (10 points)
In Class Focus Group Activity: MTSS: A procedure that analyzes students’ learning problems that has been implemented in the past few years is the MTSS process. This procedure helps determine the need for special education services. Read the Family Guide to the MTSS Process and also the Integration of MTSS with RtI documents from Course Documents before coming to class. Guest speaker, Dr. Kelly O’Neal Hixson will discuss MTSS. In class, discuss the tiers of MTSS. (10 points)

In Class Focus Group Activity: How do you determine whether a student need might be a disability: As a general education teacher, your professional judgment often begins the special education decision making process. Outline that process, using the information found in your text on pages 45-56. (10 points).

Web link research assignment: (20 points) Visit this website: http://www.ldonline.org/ In the left hand column found on the homepage of this site, there are links. You are to explore the following 3 links and complete these requirements:

- LD Topics – read one article found on this link. Summarize the article in 5 sentences (5 points)
- Especially for Educators – read one article found on this link. Summarize the article in 5 sentences (5 points)
- Especially for Parents - read one article found on this link. Summarize the article in 5 sentences (5 points)
- Finally, explain how this information contributes to your growth as a teacher. Give specific examples, please. (5 points)

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due January 27

Parent interview: Find a parent who has a child with a disability and interview the parent, using the questions on the form found in Course Documents. The best interview is face-to-face. You may interview over the phone if necessary, but not through email. Write your interview in paragraph form. If you choose a parent who has a child with a specific learning disability or a behavior disorder, then you may earn up to 25 points. If you choose a parent who has a child with any other disability, then you only may earn up to 20 points. (25 points)

If you are in a face to face class, I will bring a parent to the class for you to interview as an entire class. Therefore, you will not have to find a parent to interview on your own. If you miss class on the day of the interview, you will need to find a parent to interview.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Feb. 3

Resolving Conflicts video: After watching the video, write a 10 sentence reflection. (10 points)

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard.

Winning Strategies video: After watching the video, write three ideas that you will definitely use in your classroom. (6 points)
*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard.

✓ **In Class Focus Activity: Curriculum based assessments and decision making:** Go to Course Documents on Blackboard and print this document and bring to class. After reading chapter 4 and discussing screening using probes, you will answer questions 4 and 5 at the end of the document. (10 points)

✓ **In Class Focus Activity: INCLUDE steps 5, 6, 7: Steps 5, 6, 7 INCLUDE:** Chapter 5 introduces the INCLUDE strategy. Go to Course Documents in Blackboard and print this file. It is a "Think aloud" of the first steps of this strategy. When you have finished reading chapter 5 and reading this file, complete the Steps 5, 6, & 7 of the INCLUDE strategy. Even though you will learn about more accommodations throughout the book, complete the steps as well as you can.

- Brainstorm at least 8 accommodations. (8 points)
- Decide at least 5 of the 8 accommodations that you brainstormed that you will implement. (5 points)
- Give 3 specific ways that you will evaluate the student’s progress to determine if the accommodations that you implemented are successful or not successful. You must use evaluation procedures from the text. **Site the page numbers used** to find this evaluation information. (3 points)
- Bryce’s case study from Course Documents in Blackboard is the student used for this assignment. (13 points)

✓ **Video:** Powerful Teaching Strategies and Accommodations by Sandra Rief. The strategies that you will see demonstrated in the video apply to all children, not just those with ADHD/LD. Think of other students who will benefit from the strategies.

- **In Class Focus Group Activity:** When you are finished watching the video, discuss in groups, 5 specific strategies that you will use to impact your students’ success. (10 points)

✓ **In Class Focus Group Activity:** In groups prepare a graphic organizer for your case study’s science chapter found in Course Documents. Use the information from pages 339-346 to do so. (15 points) Each group will hand in one copy of the graphic organizer.

✓ **Modify worksheets:** In groups, using the information from the videos, notes, and text pages 353-top of page 357, modify the worksheets from the science chapter Discovery Works in Course Documents for Bryce, and from the Test and Worksheets document for Angela. Use your knowledge about the student’s strengths and needs to guide your thinking. Rewrite the worksheets so that Bryce or Angela and other students will be able to complete them successfully. The worksheets for Bryce are pages 45-50 in the pages you printed from Discovery Works Science. The worksheets for Angela are pages 21-23.

- Changing each part of the worksheets based upon Bryce’s or Angela’s strengths and needs is worth 15 points.
• Changing each part of the worksheet without basing changes upon the child's strengths and needs is worth 10 points.
• Making only a few changes is worth 5 points.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Mar. 29. Each member of the group will turn in his/her own copy on Blackboard.

✓ Strategies for independent learning: Discuss, in writing, 3 strategies from chapter 10 that you will use with your student in the case study, either Bryce or Angela. In your discussion, list the steps of each strategy and explain why they are appropriate for your case study student. 9 points are possible:
  • 3 points for each strategy, discussing the reason you chose each one and listing the steps for each strategy;
  • 2 points for each strategy, discussing the reason you chose it without listing strategy steps;
  • 1 point for the name of each strategy and steps listed without discussing the reason you chose the strategy.
  • 0 points for not using specific strategies.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Apr. 5.

✓ In groups, develop a strategy to teach to your case study student and teach it to the class. (10 points)

✓ In Class Focus Group Activity: Discuss 5 accommodations in administering classroom tests to your case study student, either Bryce or Angela: Discuss 5 accommodations in administering classroom tests to your case study student: On page 415 in your text is a grid of accommodations for administering classroom tests. Using this grid, apply 5 accommodations that you will use with your case study student. Discuss briefly why you chose each accommodation. 10 points - 1 point for each accommodation and 1 point for discussing why you chose it. Each group will turn in one copy of the assignment.

✓ Grading student work: In groups, using information from chapter 11, you will describe changes that you will make in grading your case study’s homework or tests. You will use either Bryce or Angela as your case study. OPTIONS FOR GRADING STUDENT WORK:

  • If you choose to use a rubric, please find one from http://rubistar.4teachers.org/ and use it. You may modify it to meet your needs.
  • If you choose to change the grading criteria, be specific about how you will grade the student.
  • If you use modified weights and scales, describe in detail.

I will use the following guidelines to grade your work:
  ❖ Write the page numbers where you found the information in your textbook.
  ❖ A thorough explanation of the changes, why you made them, and any attached rubric and/or percentage changes, charts or graphs is worth 15 points.
Only stating the changes made and why you made them is worth 10 points.

Just stating changes is worth 5 points.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Apr. 19.

Modify a chapter test: In groups you will modify, rewrite and submit the actual test for your case study student, either Bryce or Angela, using information from the text to complete this assignment. Choose the test from the science chapter Discovery Works in the Course Documents tab if Bryce is your student. The test includes pages 41-44. Choose the test from 6th Grade Science Test and Worksheets in Course Documents if your case study student is Angela. Pages 24-26 are test pages. If you choose the 6th grade test, also print a copy of the actual text that the test covers. It is the 6th grade science chapter in Course Documents. This assignment is worth 50 points. I will subtract points for not following guidelines from the text on page 412.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due on Apr. 28.

An interactive website: Find 1 interactive website that your case study student (Bryce or Angela) can use to interact in some way with the chapter information. For Bryce, these need to be about the 3rd science chapter. For Angela, they need to be about the information in her 6th grade science chapter. You may find your own website, or use any from http://www.uen.org/k12student/. Discuss at least 2 activities from the website and why you chose it for your student. (9 points, 3 for each activity discussed and 3 for why you chose the site)Submit through Assignments in Blackboard. Due Apr. 28.

Managing behavior: Describe an approach to decrease unacceptable behavior or to promote positive behavior for your case study student. (either academic or social). Make the approach specific and include graphs, charts, contracts, reinforcement menus, etc. I suggest using one of the following: a student contract; a token economy system; or a positive reinforcement approach, which is usually accompanied by a graph or chart. Write the page #’s where you found the information to complete this assignment, or site the examples found in Course Documents in Blackboard.

The following are the guidelines I will use to grade this assignment: Grading for student contract: If you choose a contract it must address an appropriate student need, and it MUST contain all parts of a contract as found in your text on pages 472-474, along with an explanation of why you chose the contract. DO NOT USE RESPONSE COST.

- 20 points for a completed contract containing all parts of a contract.
- 10 points for an incomplete contract containing all parts of a contract.
- 5 points for an incomplete contract that does not contain all parts.

If you chose a token economy system, you must address each step of the system, as described in the text on pages 447-449. Tell what currency you will use, and show your reward menus. DO NOT USE RESPONSE COST.

Grading for token economy system:
• 20 points for a token economy that discusses the 7 parts in your text, includes observable desired behaviors, real reward menus, appropriate prices for rewards, and all possible points that a student may earn in one day for the targeted behavior(s).
• 15 points for a token economy that is omits any of the steps, but has the observable desired behaviors, menus and prices for rewards.
• 10 points for a token economy that omits any steps, does not state desired observable behaviors for the student, has menus and prices for rewards, but not completed appropriately.
• 5 points if the token economy includes response cost.
  If you choose to use a positive reinforcement approach, you must show the chart or graph that you will use with the student and tell why you chose this method, along with a thorough explanation of the system.
  Grading for positive reinforcement system:
• 20 points for an appropriate chart or graph for the appropriate targeted academic or social behavior. You must also include a complete explanation of this chart and why you chose it.
• 10 points for a chart that has no explanation.
• 5 points for a chart that is inappropriate for the behavior.

*Save this assignment in a Microsoft Word document, and attach to the 1 assignment in Blackboard. Due May 3.

✓ **In Class Focus Activity: Assistive technology:** In groups, describe any assistive technology that your case study student will require to remove the barriers caused by his/her disability. Write each of the student’s needs, then write what assistive technology devices or software will help the student bypass each need. Tell why you chose each device or software. (20 points)

  Grading:
• Writing each need and listing at least 2 assistive technologies for each need is worth 20 points.
• Writing fewer than all his/her needs and only one assistive technology for each need is worth 10 points.
• Writing 2 or 3 assistive technologies is worth 5 points. Due at the end of the class period. Each group will turn in one paper.

**The professor may change assignments and/or the course calendar at her discretion.**

**CLASS SESSIONS:** It is your responsibility to read the chapters in the text and other assigned reading to be prepared to discuss the information when you come to class. Cell phones MUST be turned off during class.

**Grading for this class:**
Your final grade will be based upon the following percentages of the total number of points possible for the class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 92%</td>
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<tr>
<td>B</td>
<td>91-83%</td>
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<tr>
<td>C</td>
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<td>D</td>
<td>73-65%</td>
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<td>64% and below</td>
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</table>
Attendance:
Regular attendance is **NECESSARY** for you to fully understand the material presented in this class and is **NECESSARY** to earn a passing grade. Students are **REQUIRED** to attend **ALL** classes **ON TIME**. For each unexcused absence that exceeds 3 classes you will lose 10 points from your total grade. Unexcused absences include, but are not limited to, leaving early for holidays or vacations, oversleeping, illness without a doctor's note, and being called into work. You should enroll in this course only if you are willing and able to attend classes. Occasionally there may be legitimate or emergency circumstances that require you to miss class. Certainly, situations such as serious illness, death of a family member, or university-approved activities are understandable reasons for missing a class (**MUST PROVIDE WRITTEN VERIFIABLE DOCUMENTATION OF ABSENCE**). If it is necessary that you miss class, the following procedures will apply: 1. You are responsible for material covered in class. If you miss class it is your responsibility to obtain notes and assignments from a classmate, including any changes made concerning assignments, exam dates, or other class activities. 2. It also is your responsibility to make certain that all in-class work be made-up as soon as possible and that all assignments due during your absence be handed in as soon as possible. 3. Absence from group and focus activities: You will complete the activity that the group or class completed in class and hand in before one week has passed since the absence. 4. I, the instructor, have the option of refusing make-ups after what I consider an unreasonable passage of time without consultation. 5. If unable to attend class regularly, the student needs to take the responsibility of withdrawing from class prior to the last day to withdraw. However, I, Marla Darby, reserve the right to initiate student withdrawal (see 4E.11 FACULTY INITIATED STUDENT WITHDRAWAL (FSB 76006; FSB 95008 approved by President 5/9/96)) for what I deem as excessive absences at any time. (Adopted with permission from Dr. Cathy Grover)

Late Work: Assignments that are turned in late will have 10% deducted from the total points for each day that it is late, including weekends.

Assessments: Each chapter will have a short quiz that you complete on Blackboard. For the major class assessments you will be assessed on the application of your knowledge based upon the quality of projects that you turn into Blackboard, rather than multiple choice, T/F, or essay tests. Your projects will determine your level of mastery of the information from this course.

**COURSE CALENDAR**
Assignments are written in red. Quizzes are written in red and underlined. Videos are written in blue and underlined.
<table>
<thead>
<tr>
<th>Class date and relevant outcomes</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 13</td>
<td>Course Introduction and class requirements. Complete personal information cards. Discuss Blackboard and how to navigate.</td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td><strong>Personal information.</strong> Send an attached file with your picture. Along with your picture, please state your hobbies and interests and a short biography. (10 points)</td>
</tr>
<tr>
<td></td>
<td><em>Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Jan. 18.</em></td>
</tr>
<tr>
<td>Jan. 18 K.2 K.16 D.1</td>
<td><strong>In Class Focus Group Activity:</strong> Review categories of disabilities in IDEA: As a class, we will review characteristics of each disability recognized by the special education law. (10 points)</td>
</tr>
<tr>
<td></td>
<td><strong>In Class Focus Group Activity:</strong> Review the Least Restrictive Environment questions and answers sheet. Assignment in class - Answer the following questions in groups of 2: 1) Think of a question that you might ask in the IEP team meeting when considering the LRE for a student. 2) Would the LRE change from year to year for a student? Give reasons for your answers. Then discuss as a class.</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 1: The Foundations for Educating Students with Special Needs.</strong> This chapter will help you to begin thinking about your role in meeting the academic and social/emotional needs of students with exceptionalities. Information includes the basic vocabulary associated with special education; the development of special education through legislation and litigation. It includes the requirements of IDEA 97 and IDEA 2004.</td>
</tr>
<tr>
<td></td>
<td><em>Take chapter 2 quiz on Blackboard. Due Jan. 20.</em></td>
</tr>
<tr>
<td>Jan. 20</td>
<td>Attend Kansas Teacher of the Year(KTOY) meeting in Visser Hall, room 330. This is required attendance. (10 points)</td>
</tr>
<tr>
<td></td>
<td>SD 560B is required to attend the session from 2-2:20 and the reception after 2:20. (10 points)</td>
</tr>
<tr>
<td>Jan. 25 K.2 K.17</td>
<td><strong>Chapter 2: Special Education Procedures and Services.</strong> In this chapter you are provided with an understanding of the professionals, including you, who are involved in working with students with disabilities. You will learn about your role in considering whether a student is eligible for special education services. This chapter outlines the procedures for determining eligibility requirements of IEP's and services students with disabilities may receive. The expectation for general education teachers is you will increase your understanding of how to make appropriate instructional accommodations for the students you teach.</td>
</tr>
</tbody>
</table>
### In Class Focus Group Activity: How do you determine whether a student need might be a disability:

As a general education teacher, your professional judgment often begins the special education decision making process. In groups of 3 outline that process, using the information found in your text on pages 45-56. (15 points). You will turn in one copy per group of the outline completed in class.

### Jan. 27

**In Class Focus Group Activity: MTSS:** A procedure that analyzes students’ learning problems that has been implemented in the past few years is the MTSS process. This procedure helps determine the need for special education services. Read the Family Guide to the MTSS Process and also the Integration of MTSS with RtI documents from Course Documents before coming to class. Guest speaker, Dr. Kelly O’Neal Hixson will discuss MTSS. In class, discuss the tiers of MTSS. (10 points)

Read chapter 3 and **take the quiz on Blackboard under Assignments. Due Feb. 1.**

**Ldonline web research paper due.**

### Feb. 1

#### Chapter 3: Professional Partnerships

The information in this chapter stresses that teachers play an active role in the education of students with disabilities and other special needs. They are supported in this effort through their interactions with special education, related services and other colleagues. The quality of the working relationship among professionals and between professionals and parents can in large part determine the effectiveness of students’ instructional programs. Information about collaboration—including teaming, consultation, co-teaching, and working with parents and paraeducators-is present.

Guest parent speaker: A parent who has a child with a documented disability will answer questions from your parent interview questions found in Course Documents. **Parent interview is due on Feb. 3.** *Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard.*

### Feb. 3

**Resolving Conflicts video:** This video addresses the importance of using good communication skills when working with parents. After you have watched the video, write a reflection of it in 10 sentences or fewer. (10 points) Submit through Assignments in Blackboard. Due Feb. 8.

Role play parent teacher conflicts if time allows.

### Feb. 8

**Winning Strategies video:** After watching the video about partnerships in education, discuss three ideas or strategies that you will definitely use in your classroom, and tell why you chose them. Submit through Assignments in Blackboard. (12 points) **Due Feb. 10.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity and Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 10</td>
<td><strong>In Class Focus Group Activity: Curriculum based assessments and decision making:</strong> Go to Course Documents on Blackboard and print this document and bring to class. After reading chapter 4 and discussing screening using probes, we will answer questions 4 and 5 at the end of the document. (10 points)</td>
</tr>
<tr>
<td></td>
<td><strong>Take chapter 4 quiz by Feb. 10.</strong></td>
</tr>
</tbody>
</table>
| Feb. 15 | **Chapter 5: Planning Instruction by Analyzing Classroom and Student Needs**  
Chapter information addresses classroom accommodations for students with special needs. Students are introduced to a specific strategy for making classroom accommodations called INCLUDE. The chapter provides students with a structure for analyzing their classrooms in order to carry out the INCLUDE strategy of identifying classroom demands that students with special needs may or may not be able to meet and then making adaptations for these students when necessary. Teachers who structure their classes effectively can accommodate a range of student diversity, often without the need for individualized adaptations. The key elements of effective classroom structure stressed in inclusive classrooms include classroom organization, classroom grouping, instructional materials, and instructional methods.  
**Print and bring Bryce’s case study from Course Documents to class on Feb. 17.** |
| Feb. 17 | **In Class Focus Group Activity: INCLUDE steps 5, 6, 7: Steps 5, 6, 7 INCLUDE:** Chapter 5 introduces the INCLUDE strategy. Go to Course Documents in Blackboard and print this file. It is a “Think aloud” of the first steps of this strategy. When you have finished reading chapter 5 and reading this file, complete the Steps 5, 6, & 7 of the INCLUDE strategy. Even though you will learn about more accommodations throughout the book, you will complete the steps as well as you can. We will complete this work in class.  
  - Brainstorm at least 8 accommodations. (8 points)  
  - Decide at least 5 of the 8 accommodations that you brainstormed that you will implement. (5 points)  
  - Give 3 specific ways that you will evaluate the...
student’s progress to determine if the accommodations that you implemented are successful or not successful. You must use evaluation procedures from the text. **Site the page numbers used to find this evaluation information. (3 points)**

- Bryce’s case study from Course Documents in Blackboard is the student used for this assignment. (13 points)

**Take chapter 6 quiz by Feb. 22.**

<table>
<thead>
<tr>
<th>Feb. 22</th>
<th><strong>Chapter 6: Students with Low-Incidence Disabilities</strong></th>
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</thead>
<tbody>
<tr>
<td>K.1</td>
<td>The chapter outlines characteristics and needs of students with low-incidence disabilities, including students with moderate or severe mental retardation, multiple disabilities, hearing impairments, deaf-blindness, autism, and traumatic brain injury. The information in chapter 6 is extremely important for you to understand. Read and study the chapter thoroughly. Even though you will not have students with these disabilities as often in your classrooms as you have students with high incidence disabilities, you will have them during your career. You will demonstrate your understanding of the information in this chapter through the quiz.</td>
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<td>S.3</td>
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<td>S.5</td>
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<td>S.7</td>
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<td>S.15</td>
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**Take chapter 7 quiz by Feb. 24.**

<table>
<thead>
<tr>
<th>Feb. 24</th>
<th><strong>Chapter 7: Students with High-Incidence Disabilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1</td>
<td>Students are provided with information outlining the characteristics and needs of students with high-incidence disabilities, including learning disabilities, emotional disturbance, mild cognitive disabilities, and communication disorders. The information in chapter 7 is critical for you, as a teacher, to know and understand. Each year you will have students with learning disabilities, behavior disorders, communication disorders and mild cognitive impairments in your classroom.</td>
</tr>
<tr>
<td>K.2</td>
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<td>K.16</td>
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<td>K.17</td>
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<td>S.1</td>
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<td>S.5</td>
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</table>

**Chapter 7 continued**

<table>
<thead>
<tr>
<th>Mar. 1</th>
<th><strong>Take chapter 8 quiz. Due by Mar. 3.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>K.3</td>
<td>Print a copy of Poverty and the Brain from Course Documents in Blackboard to bring to class on Mar. 3.</td>
</tr>
<tr>
<td>K.9</td>
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<td>D.10</td>
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<td>D.11</td>
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<td>D.12</td>
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**Chapter 8: Other Students with Special Needs**

| Mar. 3 | The chapter addresses the characteristics and specialized instructional needs of students with special needs. It describes students who may not be eligible for services through IDEA-97. The groups of students discussed in this chapter include those who are protected through Section 504 of the Vocational Rehabilitation Act of 1973, including students with attention deficit hyperactivity disorder, those who are gifted and talented; students from culturally diverse backgrounds, and students who are at-risk, including those who live in poverty, those who |
have been abused, and those who live with substance abuse. The information highlights for teachers how many of the instructional strategies for students with IEPs are also very appropriate and effective for the students in these groups. Information is intended to expand students’ understanding of the range of diverse student needs they are likely to find in their own classrooms.

**Take chapter 9 quiz. Due by March 8.**

<table>
<thead>
<tr>
<th>Mar. 8</th>
<th>Chapter 9: Instructional Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.3</td>
<td>This chapter presents strategies for adapting curriculum materials, teacher instruction, and student practice activities that are reasonable to carry out and that increase the likelihood of success for students with special needs. It covers adapting instruction in basic skills areas. The emphasis is on critical elements of basic skill instruction that can lead to problems for students with special needs such as pre-skills, selection and sequencing of examples, rate of introduction of new skills, direct instruction and practice, and review. Content-area instruction is discussed and strategies for activating student background knowledge and organizing content for maximum clarity and understanding is emphasized. Information stresses ways teachers can improve the clarity of their written and oral communication, as well as strategies for adapting student independent practice activities such as seatwork and homework.</td>
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<tr>
<td>K.12</td>
<td>Video: Powerful Teaching Strategies and Accommodations by Sandra Rief. The strategies that you will see demonstrated in the video apply to all children, not just those with ADHD/LD. Think of other students who will benefit from the strategies.</td>
</tr>
<tr>
<td>K.17</td>
<td><strong>In Class Focus Group Activity:</strong> When you are finished watching the video, discuss in groups, 5 specific strategies that you will use to impact your students’ success. (10 points)</td>
</tr>
<tr>
<td>K.18</td>
<td>Print the ADHD checklist found in Course Documents and bring to class on Mar. 10.</td>
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<td>S.1</td>
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<td>D.10</td>
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<td>D.11</td>
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</table>
| Mar. 10 | Review the ADHD checklist in groups.  
**In Class Focus Group Activity:** In groups prepare a graphic organizer for your case study’s science chapter found in Course Documents. Use the information from pages 339-346 to do so. (15 points) Each group will hand in one copy of the graphic organizer. |
| Mar. 15 & 17 | **Modify worksheets:** In groups, using the information from the videos, notes, and text pages 353-top of page 357, modify the worksheets from the science chapter Discovery Works in Course Documents for Bryce, and from the Test and Worksheets document for Angela. Use your knowledge about the student’s strengths and needs to guide your thinking. Rewrite the worksheets so that Bryce or Angela and other students will be able to complete them successfully. The worksheets for Bryce are pages 45-50 in the pages you printed from Discovery Works Science. The worksheets for Angela are pages 21-23.  
- Changing each part of the worksheets based upon Bryce’s or Angela’s strengths and needs is worth 15 points.  
- Changing each part of the worksheet without basing changes upon the child's strengths and needs is worth 10 points.  
- Making only a few changes is worth 5 points.  
*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Mar. 29. Each member of the group will turn in his/her own copy on Blackboard.  
**Take chapter 10 quiz by Mar. 29.** |
| Mar. 29 | **Chapter 10: Strategies for Independent Learning:** The emphasis in this chapter is on ways to teach strategies for independent learning in the general education classroom so that all students can benefit. Specific strategies for gaining information, storing/retrieving information, expressing information, managing time and self-advocating are stressed.  
**Video:** Strategy Instruction.  
**Strategies for independent learning:** Discuss, in writing, 3 strategies from chapter 10 that you will use with your student in the case study,
either Bryce or Angela. In your discussion, list the steps of each strategy and explain why they are appropriate for your case study student. 9 points are possible:

- 3 points for each strategy, discussing the reason you chose each one and listing the steps for each strategy;
- 2 points for each strategy, discussing the reason you chose it without listing strategy steps;
- 1 point for the name of each strategy and steps listed without discussing the reason you chose the strategy.
- 0 points for not using specific strategies.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Apr. 5.*

| Mar. 31 | **In Class Focus Group Activity:** In groups develop your own strategies to meet your case study student’s educational or social needs. Prepare to teach your strategies to the class on Apr. 5 and 7. |
| Apr. 5 | Present and teach your strategies to the entire class. (10 points) |
| Apr. 7 | Continue presenting and teaching your strategies to the entire class. |

**Take the chapter 11 quiz by Apr. 12.**

| Apr. 14 | **Chapter 11 continued** In groups, using information from chapter 11, you will describe changes that you will make in grading your case study’s homework or tests. You will use either Bryce or Angela as your case study.  

**OPTIONS FOR GRADING STUDENT WORK:**

- If you choose to use a rubric, please find one from [http://rubistar.4teachers.org/](http://rubistar.4teachers.org/) and use it. You may modify it to meet your needs.
- If you choose to change the grading criteria, be specific about how you will grade the student.
- If you use modified weights and scales, describe in... |
I will use the following guidelines to grade your work:

- Write the page numbers where you found the information in your textbook.
- A thorough explanation of the changes, why you made them, and any attached rubric and/or percentage changes, charts or graphs is worth 15 points.
- Only stating the changes made and why you made them is worth 10 points.
- Just stating changes is worth 5 points.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Apr. 19.*

**Modify a chapter test:** In groups you will modify, rewrite and submit the actual test for your case study student, either Bryce or Angela, using information from the text to complete this assignment. Choose the test from the science chapter Discovery Works in the Course Documents tab if Bryce is your student. The test includes pages 41-44. Choose the test from 6th Grade Science Test and Worksheets in Course Documents if your case study student is Angela. Pages 24-26 are test pages. If you choose the 6th grade test, also print a copy of the actual text that the test covers. It is the 6th grade science chapter in Course Documents. This assignment is worth 50 points. I will subtract points for not following guidelines from the text on page 412.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due on Apr. 28.*

**An interactive website:** Find 1 interactive website that your case study student (Bryce or Angela) can use to interact in some way with the chapter information. For Bryce, these need to be about the 3rd science chapter. For Angela, they need to be about the information in her 6th grade science chapter. You may find your own website, or use any from http://www.uen.org/k12student/. Discuss at least 2 activities from the website and why you chose it for your student. (9 points, 3 for each activity discussed and 3 for why you chose the site)

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due Apr. 28.*

**Take chapter 12 quiz by Apr. 21.**
Chapter 12: Responding to Student Behavior

The information in the chapter extends the options for maximizing student learning through the topic of discipline and behavior. The chapter is designed to help teachers understand the importance of promoting positive classroom behavior instead of simply reacting to negative behavior. It also introduces some of the key concepts of behavior management, including increasing appropriate student behaviors and decreasing negative behaviors. There is emphasis on the importance of teaching students how to manage their own behavior. The chapter presents a problem solving process of observing behaviors, identifying patterns in them, and selecting and implementing appropriate response to them.

Managing behavior: Describe an approach to decrease unacceptable behavior or to promote positive behavior for your case study student. (either academic or social). Make the approach specific and include graphs, charts, contracts, reinforcement menus, etc. I suggest using one of the following: a student contract; a token economy system; or a positive reinforcement approach, which is usually accompanied by a graph or chart. Write the page #’s where you found the information to complete this assignment, or site the examples found in Course Documents in Blackboard.

The following are the guidelines I will use to grade this assignment:

Grading for student contract: If you choose a contract it must address an appropriate student need, and it MUST contain all parts of a contract as found in your text on pages 472-474, along with an explanation of why you chose the contract. DO NOT USE RESPONSE COST.

- 20 points for a completed contract containing all parts of a contract.
- 10 points for an incomplete contract containing all parts of a contract.
- 5 points for an incomplete contract that does not contain all parts.

If you chose a token economy system, you must address each step of the system, as described in the text on pages 447-449. Tell what currency you will use, and show your reward menus. DO NOT USE RESPONSE COST.

Grading for token economy system:

- 20 points for a token economy that discusses the 7 parts in your text, includes observable desired behaviors, real reward menus, appropriate prices for rewards, and all possible points that a student may earn in one day for the targeted behavior(s).
- 15 points for a token economy that is omits any of the steps, but has the observable desired behaviors, menus and prices for rewards.
- 10 points for a token economy that omits any steps, does not
state desired observable behaviors for the student, has menus and prices for rewards, but not completed appropriately.

- 5 points if the token economy includes response cost.

If you choose to use a positive reinforcement approach, you must show the chart or graph that you will use with the student and tell why you chose this method, along with a thorough explanation of the system.

Grading for positive reinforcement system:

- 20 points for an appropriate chart or graph for the appropriate targeted academic or social behavior. You must also include a complete explanation of this chart and why you chose it.
- 10 points for a chart that has no explanation.
- 5 points for a chart that is inappropriate for the behavior.

*Save this assignment in a Microsoft Word document, and attach to the assignment in Blackboard. Due May 3.

<table>
<thead>
<tr>
<th>May 3</th>
<th>Assistive technology presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.11</td>
<td>In Class Focus Activity: Assistive technology: In groups, describe any assistive technology that your case study student will require to remove the barriers caused by his/her disability. Write each of the student’s needs, then write what assistive technology devices or software will help the student bypass each need. Tell why you chose each device or software. (20 points)</td>
</tr>
<tr>
<td>S.7</td>
<td>Grading:</td>
</tr>
<tr>
<td>S.11</td>
<td>- Writing each need and listing at least 2 assistive technologies for each need is worth 20 points.</td>
</tr>
<tr>
<td>S.13</td>
<td>- Writing fewer than all his/her needs and only one assistive technology for each need is worth 10 points.</td>
</tr>
<tr>
<td>D.3</td>
<td>- Writing 2 or 3 assistive technologies is worth 5 points. Due at the end of the class period. Each group will turn in one paper.</td>
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<tr>
<td>D.11</td>
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</tr>
<tr>
<td>May 5</td>
<td>Prepare for IEP simulations and review IEP team members’ roles.</td>
</tr>
<tr>
<td>Final class</td>
<td>Final – IEP simulations for case study students</td>
</tr>
</tbody>
</table>