

TE 408 Special Education Emphasis  
Spring, 2008  
Math/Science/Art

Instructors:

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**Lab Dates/Times:**

**All Sessions meet from 4:10-6:00**

Wednesday Labs:     1/23, 1/30, 2/6, 2/13, 2/20, 2/27

Thursday Labs:        1/24, 1/31, 2/7, 2/14, 2/21, 2/28

**Introduction:**

Children and youth with disabilities are part of a diverse group of individuals in our schools. Each child brings unique strengths, challenges, and life experiences into the classroom that impact their learning. It is a teacher's job, both legally and morally, to try to help every child be successful in his/her classroom. This six-session sequence will provide you with the concepts and resources to work with and support students who are eligible for special education services within the general education classroom.

Every student and every classroom context is different. No one approach will be successful for every student, but there are many different teaching approaches that can be used for different situations. This course will explore how to get information about special needs students, how to use that information to create lessons for classrooms, and how to assess such students.

This seminar will provide an overview of the role of special education in public schools, the mechanism for how students are identified for special education, what the labels mean, alternative ways of teaching and assessing, student self-perception and motivation, legal concerns, IEPs, 504 plans, classroom management, and other topics pertinent to special education in the general education classroom. While we cannot prepare you for every single student or situation that you will encounter in the classroom we can give you the confidence and knowledge to find the answers you need when those situations occur.

**Three Basic Principles:**

- You will have special education students in your classes and you are expected to be as successful with them as with other students.
- Each student is a unique individual. You need to have compassion/empathy for special education students, and then work to understand their needs and meet them.
- What is good for special education students is usually good for all students. Expectations for special education students should not be diluted.

**Course Objectives:**

- Gain knowledge regarding special education resources and support systems you may encounter in schools, how to use these support systems effectively, and the roles and responsibilities of general education and special education personnel.
- Increased confidence and understanding while gaining experience with the definitions and characteristics of the most common forms of learning and behavioral disabilities.
- Increased knowledge regarding the basic process and language involved in identification, evaluation, referral, and development of an Individualized Education Plan (IEP) according to the basic principles of IDEA (Individuals with Disabilities Education Act).
- Increase knowledge related to the accommodations to classroom curriculum and instruction in order to meet the individual needs of students.
- Increased knowledge of best practice when working with students with disabilities.

### **Attendance Policy:**

You are expected to attend all six sessions. Any unexcused absence may result in failure. If you must miss class, it is your responsibility to let the instructor know ahead of time. If an unexpected illness or event arises, you are expected to contact the instructor (by phone or e-mail) and leave a message. If you miss a class, you are responsible for all handouts, announcements, and other information distributed when you missed the class. Furthermore, if the absence is excused, you need to check with the instructor when you return to class and receive an assignment to complete. The absence is not excused until the additional assignment is completed. Attendance in your field placement is equally important. During the six weeks of this course, you will be completing assignments in the field that will be needed for your final project.

### **Grading Policy:**

This seminar is graded as pass/fail. If you fail this session, you fail all of TE 402 and you will not be allowed to perform your internship next year. In order to receive a passing grade, you will need to attend and participate in class sessions and satisfactorily complete all assignments. These assignments are in-class activities as well as the Focus Student Portfolio.

### **Assignments: Focus Student Portfolio:**

- In consultation with your mentor teacher, you will select a student in your class who has either been identified as a student who is accessing special education services or is an at-risk student. If you are unable to identify such a student, focus on a student who is struggling. You then will need to try to find out as much information about the student as possible. Talk to your mentor about your student. Interview special education support staff about your student. With your mentor, look at your student's CA-60. Interview your student formally or informally (it is often good to ask general questions about school and attitudes about school—it is also a very good idea to interview 3-4 students as not to draw attention to your focus student). Do NOT ask him/her specific questions about how it feels to be special ed. Some of you will be able to accomplish all of this with no problem. However, some teachers and school districts will limit your access. Talk to your mentor and develop a plan to get as much information about your student as possible. Then, use the internet or other sources to research your student's disability in order to help you accommodate a lesson for him/her.

- Once you have gathered information about your student, think about what you could do in a lesson to help that student be successful in learning the material. This does not mean providing a “special” separate lesson for your student. Instead, you should accommodate this student’s needs within the lesson (most of the time, your accommodation will help many others). Then, as part of your teaching requirement for TE 402, design a lesson for your student that you will teach to the class that is accommodated for your student. This is not a separate lesson from your other lead teaching assignments.
- Once you have finished the lesson, evaluate how your accommodation worked for your focus student. You will then present your findings to a small group of peers on the final day of class.

**Format of Focus Student Portfolio:**

Your student portfolio should be typed and include the following parts. The parts do not have to be in paragraph form, but instead just type the title of the section and provide the necessary information.

Part 1 Description of Placement

- A. Name of Class
- B. Grade Level of Class
- C. Track of Class (Honors, College Prep, General, Remedial, etc.)
- D. Description of the Typical Class Day
- E. School setting (Urban, suburban, rural)

Part 2 Description of Student

- A. Student Physical Appearance
- B. Student Behavior
- C. Student Strengths
- D. Student Disability
- E. Sources of the Above Information (some of this you will have from observations, but a lot of good information will come from talking to people)

Part 3 Accommodated Lesson

- A. Accommodated Lesson Plan: Provide the lesson plan that you taught
- B. Description of Accommodation: Explain how your lesson will meet the needs of your student.
- C. 3 Resources: List 3 resources that you found that helped you accommodate your lesson. Do not pick content resources---list websites that you used to understand your student’s disabilities.
- D. Assessment of Accommodation: Did your accommodation work for your student? Explain why or why not.

Note: To pass the portfolio and the class, all pieces of the portfolio must be present. It is possible that you may not get to teach your lesson before our last class. If this happens, let us know in advance. You will be expected to present all of the information that you have accomplished during our final class and e-mail us the rest when you complete it.

**Outline of Weekly Topics and Assignments:**

| Week | Topics   | Assignment                              |
|------|--|---|
| 1    | History of Special Education; Inclusion; Rationale for Inclusion; Overview of Portfolio  | Identify a student                      |
| 2    | Social Needs of Special Education Students; Hierarchy of Needs; Different Types of Disabilities; Where to get Information about Students | Collect student data for portfolio      |
| 3    | Learning Styles; How to Accommodate  | Research student disability             |
| 4    | Assistive Technology; Accommodation vs. Modification; Assessment   | Begin planning and accommodating Lesson |
| 5    | IEP's and 504 plans; Least Restrictive Environment and How that Looks in Different Places; Classroom Management                          | Teach Lesson                            |
| 6    | Portfolio Presentation; Wrap-up and Evaluation   | Present Student Portfolio in Class      |