New York University
Steinhardt School of Culture, Education and Human Development
Department of Teaching and Learning

Syllabus
Fall 2014

SPCED-GE2162-002
Education of Students With Disabilities in
Middle childhood/adolescent Settings

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Office hours: By appointment

COURSE DESCRIPTION:

This is a one semester graduate level course focusing on strategies for general education teachers to meet the cognitive, emotional and social needs of students with disabilities in general education classrooms. Issues related to inclusive education will be addressed. Discussion about methods for collaboration with teachers, parents and other professionals will occur. IEP development will be reviewed. Instructional models of service delivery for students with disabilities will be discussed. Application of positive behavioral supports and multi-level interventions to prevent, address and remediate student and classroom management issues are discussed. Course will focus on Instructional planning based on curriculum and learner needs, identifying strengths and differentiating instruction.

Requirements shall include study in the following areas:

- Identification of special education classifications
- The special education process
- Practices for planning effective lessons
- Utilizing collaboration in the general education setting
- Individualizing instruction
- Applying positive behavioral supports and interventions to address student and classroom management needs.

Course Overview

Students will be required to relate and use the subject matter learned each week in their student teaching classroom experiences. The functional implication of what is learned is key to this class. The ability to practice and use the strategies and techniques discussed is what will help students to become confident and successful in working with students with disabilities.

Classes will be comprised of lectures, discussions, video viewing, and small group work. Case studies and shared activities devised to have students work within their subject areas, give students practice connecting academic work to functional ways to work with students with disabilities.
Students are required to submit weekly reflections, detailing how they used the information learned in class in their student teaching. The first paper required is a study on inclusion research and how that relates to what students have been learning in class. The second paper is a review of the inclusionary policies in the schools that students are assigned to for student teaching. Students are required to interview school personnel that work with special needs students, including related service personnel and administration. Students are to relate what they have learned in doing this paper, to what they have learned in class. The final project will demonstrate how students in the same major subject area, will use the strategies and techniques learned this semester to work effectively with students with disabilities. All of these activities are devised to give the students the practice of using and utilizing the topics learned. A pre-assessment, and post assessment will be used to have the students self assess what they have learned this semester.

**Learner Objectives:**
Upon completion of this course students are expected to know the following:

- The referral process and continuum of services.
- Familiarization of the Individual Education Plan and Least Restrictive Environment.
- Utilizing assessments to drive instruction
- Understanding and implementation of differentiated instruction
- Ability to implement behavioral techniques and strategies
- Familiarization with current research on education

*Classroom presentations, discussions, readings and assignments are designed to understand, develop and implement strategies in order to meet the cognitive, emotional and social needs of students with disabilities in general education classes.*
REQUIRED READINGS:

Handouts/ Readings on Web
“Checking Your Schools Inclusiveness”- Friend and Bursuck
“The Vocabulary for Understanding Inclusion”,Friend and Bursuck
“Accountability Requirements of the No Child Left Behind Act of 2001”-Friend and Bursuck
“Acronyms Related to Special Education and Other Special Services”
“Testing Accommodations-New York City Department of Education
"Categories of Disabilities” Friend and Bursuck
“Dysgraphia”-http://www.as.wvu.edu/-scidis/dysgraphia.html
“Guidelines for Working with Paraprofessionals”-Friend and Bursuck
“Team Teaching-What is it-What is it Not?” New York City Department of Education
“Challenges of Professional Interactions”- Friend and Bursuck
“Teaching To Diverse Needs”-Friend and Bursuck
“Helping Your Child with Organization and Study Skills”- http://www.ldonline.org/article/Helping_Your_Child_with_Organization_and_Study_Skills
“Prevention Strategies”- Adapted from Fritz Redl’s Strategies
“Strategies for Teaching Students With Learning Disabilities”- http://www.as.wvu.edu/-scidis/learning.html
“ADHD:Building Academic Success”- http://www.ldonline.org/article/ADHD%3A_Building_Academic_Success
“The Relationship School" David Brooks- New York Times
“Management Tips for New Teachers”-Karen Zauber, writer/editor, National Education Association

SUPPLEMENTARY READINGS:

Sharon Vaughn and Candace S. Bos; “ Teaching Students with Learning and Behavioral Problems”. Ninth Edition

COURSE REQUIREMENTS:


Select a topic related to inclusion. Read a research study dealing with the topic you have chosen. Research study must be conducted in the past 5 years and include hypothesis, procedure, results and discussion section. The purpose of this assignment is to help develop understanding of scientific literature, critical analysis skills and knowledge of contemporary educational issues, as it relates to inclusion.

Complete a review of findings on the research study. The review should include article title, an introduction, background summary of what is known on the topic, discussion and conclusion. All work must be in your own words. The paper should be approximately three pages double spaced to address the topic sufficiently.

In your introduction discuss the following:
Is this study easy to follow?
What is the focal topic of the research?
Is the hypothesis clear? What are they proving?

In your background summary discuss the following:
What is the history of this subject?
Why is this topic controversial?
What is known about this topic already?
What other research is out there on this issue?

In the discussion include the following:
What is the hypothesis of the study?
Who are the participants?
What was the procedure?
What were the results?
What data is provided?

In the conclusion discuss the following:
What do the results tell you?
Are the results significant?
What are the constraints and limitations of this study?
What are the implications of the study for you as a teacher?

A copy of the study abstract should be submitted with your work. Also, an annotated bibliography should be included listing the sources used to study the background information regarding the topic you select.

Assessment of inclusion practices in current school assignment and discussion of impact on students. Be specific as to why inclusion is meeting the needs of the students. Additionally, what practices could take place to improve/augment inclusion. Discuss strategies and techniques that you see in your school that are discussed in class, observed, researched or read. Interview various school personnel, including administration (Principal, and/or Assistant Principal), teachers and resource personnel. Discuss their roles in the inclusion process and, how they impact student success.

Final Professional Development Presentation: Presented on the final days of class.
Students will plan for, and deliver a 20 minute workshop for other teachers about differentiating their subject area for diverse learners. The workshop must be designed to teach other professionals how to differentiate instruction by teaching the audience specific techniques learned in class, and readings. Presentations will demonstrate knowledge of best practices and strategies in working with diverse students, with emphasis on including students with various special needs. The presentation should be professional, interactive, and instructional. Through this project students will demonstrate ability to utilize knowledge learned throughout this course and apply it to teaching.

Absence Policy:
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. There are no extra credit assignments for this class. Please notify me if you are going to be absent.

General Decorum
Coming to class late, sleeping, text messaging, or using laptops are distracting and disrespectful to all participants in the course.

**Grading Policy**

**Participation & Weekly Assignments 20%** - The course is designed to foster active engagement of all students. Throughout the semester there will be weekly assignments related to the discussions and readings. Reflective logs are expected to be submitted weekly (one page maximum), on the readings and their relation to student teaching experiences. All students must come prepared with readings and assignments completed and actively participate in discussions and engage in class activities.

**Research Review Paper 25%** - see guidelines above as well as rubric

**School Evaluation Paper 25%** - see guidelines above as well as rubric

**Final Lesson Project 30%** - see guidelines above as well as rubric

**Evaluation Rubric**

A= Excellent This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B= Good This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C= Average This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D= Unsatisfactory This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F= Failed This grade indicates a failure to participate and/or incomplete assignments

\[
A = 94-100 \quad A- = 90-93 \quad B+ = 87-89 \quad B = 84-86 \quad B- = 80-83 \quad C+ = 77-79 \quad C = 74-76 \quad C- = 70-73 \quad D+ = 65-69 \quad D = 60-64 \quad F = 0-59
\]

*Students With Disabilities*

*Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212-998-4980, 240 Greene Street, [http://www.nyu.edu/csd](http://www.nyu.edu/csd)*

Writing Center: 269 Mercer Street, Room 233. Schedule an appointment online at [www.rich15.com/nyu/](http://www.rich15.com/nyu/) or just walk-in
ACADEMIC INTEGRITY

The following has been retrieved from NYU Steinhardt’s Policies and Procedures (available from http://steinhardt.nyu.edu/policies/academic_integrity):

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:
- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:
- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people’s ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.
Disciplinary Sanctions
When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

Departmental Procedure

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in The Steinhardt School of Culture, Education, and Human Development Student's Guide.

Referral to the Steinhardt Committee on Student Discipline
In cases when dismissal is recommended, and in cases of repeated violations and/or unusual circumstances, faculty may choose to refer the issue to the Committee on Student Discipline for resolution, which they may do through the Office of the Associate Dean for Student Affairs.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

Grading Rubric for Literature Review Paper

100 points for write-up

<table>
<thead>
<tr>
<th>Observation Report</th>
<th>5 Not evident</th>
<th>10 Somewhat evident</th>
<th>15 Evident</th>
<th>Clean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Provides a brief introduction to the study and topic. Includes a discussion about the clarity</td>
<td></td>
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</table>
Background Summary: Provides a background understanding of the topic addressed in the study. Knowledge is based on other reliable sources which are cited. Including; history, controversial background and other research conducted.

Discussion: Provides a detailed and thorough description of the study. Including; hypothesis, participants, procedures and results.

Conclusion: Demonstrates a clear understanding of the study. Discuss and interpret the results of the study. Identifies limitations and implications in the field of education.

<table>
<thead>
<tr>
<th>Research</th>
<th>Missing Elements</th>
<th>All Elements 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research study and bibliography for all research used are attached. Study is from the past 5 years and related to inclusion.</td>
<td>Multiple errors</td>
<td>Little/No errors 5</td>
</tr>
</tbody>
</table>

Writing Mechanics

<table>
<thead>
<tr>
<th>Spelling, grammar, punctuation, syntax, clarity</th>
</tr>
</thead>
</table>

Total points: /100
Not evident 2

Somewhat evident 3

Evident 4

Clearly evident 5
Thorough and detailed description of the inclusion setting (including the classroom environment, physical setting of the activities, staffing, group sizes, models etc.).

Detailed description of special education strategies used (supports for interests and learning styles, differentiation, accommodations, behavior management)

Detailed description of the impact the inclusion model and services have on the students.

Explanation of the roles, responsibilities and views of various professionals in the building. Including explanation of the administrations’ goals, beliefs, involvement based on an interview.

Reflection of special education observation and suggestions for improvement. (references made to strategies and practices discussed in class/text)

Writing Mechanics
Multiple errors 2 Little/No errors 5
Spelling, grammar, punctuation, syntax, clarity, person-centered language

Total points: /30
Grading Rubric for Final Presentation

100 points

Professional Development Presentation

Not evident
5

Somewhat evident
10

Evident
15

Clearly evident
20

Thorough description of the inclusion setting the lesson and methods are designed for, including content area, grade level, types of learners in the class, and teaching ratio.

Detailed description of special education strategies used. Including the rationale for using particular methods. (What does each strategy do? How is it meeting the needs of the student?)

Presentation shows a clear focus on including students with various special needs into a general education middle or high school class and best practices used to meet their needs.

Presentation teaches how to implement a specific method that could be easily replicated by the audience in their own classrooms.

Interactive element included in presentation.(discussion, quiz, Powerpoint, pamphlet etc.)
Total points: /100