



College of Education
Department of Educational Psychology

Strategies to Support Diverse Learners in General Education

COURSE INFORMATION

Course: EDSP 4350-003

Credit Hours: 3

Class Meeting Time: Wednesdays 5:30-8:20 PM

Location: WH 115

Instructor Contact Information

Professor: Mikaela Bachmann, MA

Email: mikaela.bachmann@unt.edu

Office Hours: Fridays 9:30AM-10:30AM

Location: Zoom - 879 9409 4245

- In person meetings available by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisite(s): EDSP 3210 or equivalent.

Course Description

In this course we will examine the roles of various professionals in the successful inclusion of students with disabilities in the general education classroom. The focus will be on consultation models, practices and principles with an emphasis on collaboration, cooperative learning, and inclusion. The course will provide an overview of assessment techniques applicable for all learners in the general education classroom.

Course Objectives with Corresponding Standards

Upon completion of this course, students will be able to answer the following questions:

1. What factors contribute to the diversity in general education classrooms? (IGC.1.K2IGC.1.K4; IGC.1.K8, 9, 10, 12; IGC.5.K1; IGC.6.K8; IGC.4.S2,3)
2. How is inclusion defined? (IGC.6.K3; IGC.6.K5; IGC.6.K8)
3. What is the impact of inclusion on students, including those who are typically developing and those who have disabilities? (IGC.6.K3; IGC.6.K5; IGC.6.K8)
4. What are strategies to assist in classroom management? (IGC.5.K8; IGC.5.S9; IGC.5.S22)
5. Why is collaboration an important component in creating an inclusive school environment? (IGC.7.K2; IGC.7.K4; IGC.7.3,4)
6. What is RTI and who is responsible for implementing? (IGC.2.K3; IGC.4.K4; IGC.4.S1)
7. How might teachers foster acceptance and cultural sensitivity? (IGC.6.K7)
8. How might teachers differentiate instruction for students? (IGC.5.K3)
9. How might teachers evaluate the academic performance of their students? (IGC.4.K4; IGC.4.S1; IGC.4.S2, 3, 4, 5)
10. How can teachers improve the effectiveness of their inclusive classroom? RTI strategies? (IGC.5.S1, 3, 4, 5, 6, 8, 14-2)

MATERIALS**Textbook:**

Vaughn, S., Bos, C., & Schumm, J. (2018). Teaching Students Who Are Exceptional, Diverse, And At Risk in the General Education Classroom. Pearson. ISBN: 9780134895093

Required Readings:

Additional required readings (e.g., articles) will be available on Canvas.

Other Recommended Textbooks:

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association.

COMMUNICATING WITH YOUR INSTRUCTOR

If you have questions or concerns throughout the semester, please send me a message on Canvas (I prefer this to email). I will respond to student messages Monday-Friday between the hours of 8am-5pm (It is likely I will respond outside these hours, but it is not guaranteed). Every attempt will be made to respond to emails within 24 hours of receiving the message.

ASSESSMENT & GRADING

- **Weekly Reading Quizzes (260)**
 - Each student is expected to read the assigned text prior to class. At the beginning of each class, students will answer reflections questions related to the reading. There will be 14 in-class quizzes, each worth 20 points. Only the top 13 quiz grades will be calculated into the final grade.
- **Assignment Observation Schedule (40)**
 - During the first week of each placement, the student is expected to talk to their mentor teacher about the assignments required for the course. With the help of your mentor teacher, schedule the dates for the observations to occur. Some assignments will be best completed during your first placement, while others may need to occur during your second placement. Each observation schedule will be worth 20 points. Details regarding the observation schedule will be discussed in class.
- **Communicating with Parents (50)**
 - Talk with your Mentor teacher about communicating with family members. Research some communication points when talking with family member regarding the success of their child. With the support and approval of your mentor teacher, make a phone call to the parents of a student with a disability to discuss at least two positive student outcomes and one opportunity for growth. Alternatively, you can request attending a parent/teacher conference of a child with disabilities in which you discuss two positive student outcomes and one opportunity for growth.
- **Pre-Referral Meeting Attendance (50 points)**
 - During your field experience in Block B, you will have the opportunity to be in a school placement. With the support of your mentor teacher and the approval of the campus administrator you must attend a pre-referral meeting (e.g., RTI or MTSS meeting) and reflect upon what you observed and connect the information that you have learned in this course (or previous courses). Remember it is KEY to keep confidentiality in place (e.g., do not include or discuss the student's name, etc.) with your instructor, classmates, family members, etc. More information is included on Canvas.

- **IEP (ARD) Meeting Attendance (200 points)**
 - With the support of your mentor teacher and the approval of the campus administrator and student's parents/guardians, you must attend an IEP (ARD) meeting and reflect upon what you observed and connect the information that you have learned in this course (or previous courses). Remember it is KEY to keep confidentiality in place (e.g., do not include or discuss the student's name, etc.) with your instructor, classmates, family members, etc.
- **Self-Contained Classroom Observation (100 points)**
 - As part of the special education continuum of services, it is key that all future teachers and educators learn from observation and experience. With the support of your mentor teacher and approval of a self-contained special education teacher, you must spend at least 1 full school day at a self-contained special education classroom. Specific information about what will be submitted is included in Canvas.
- **Case Study Project (300 points)**
 - Choose one student in your field experience who has an identified disability and an IEP. Complete a case study of this target student by reviewing the student's IEP, observing the target student in the classroom, and implementing an accommodation to support the student's learning.
 - **How to Use this Guide:** The following outline will help you gather information to create a case study. Remember to use confidentiality when completing the case study- use initials or a pseudonym you create. You must turn in this guide with your notes when you turn in your assignments.
 - **Summative Report:** Using the information gathered, you will write a Report. Please refer to the separate document that outlines how you will write the report and provides a rubric.

Grading

I will post detailed assignment descriptions on Canvas. You will turn in all assignments electronically via Canvas by 11:59 on the due date unless otherwise specified or noted on the syllabus. If you have difficulty with an assignment, either in understanding or completing, please contact me to discuss within a reasonable amount of time before the assignment is due.

Assignment Schedule and Point Allocation

Assignment	Points
Reading Quizzes	260
Assignment Observation Schedule (20pts x 2)	40
Communication with Parents/Guardians	50
Pre-Referral Meeting Observation	50
Self-Contained Classroom Observation	100
IEP (ARD) Meeting Observation	200
Case Study (Final Project)	300
Total Points	1,000

CALENDAR

Date	Topics	Reading Topics (before class) Assignment(s) (due Tuesdays at 11:59 pm)
Jan 18	Course Overview Module 1: History of Special Education	
Jan 25	Module 1: Special Education and Inclusion	Chapter 1: Special Education and Inclusive Schooling (Section 1.1)
Feb 1	Bad Weather: Campus Closed	
Feb 8	Module 2: Communication & Collaboration	Chapter 3: Communicating and Collaborating with Other Professionals and Families (Section 3.2) Turn-in Assignment Observation Schedule 1
Feb 15	Module 3: Multitiered Systems of Support	Chapter 2: Response to Intervention and Multitiered Systems of Support (Sections 2.1 & 2.2) Self-Contained Classroom Observation due February 14 at 11:59 pm
Feb 22	Module 3: Multitiered Systems of Support	Chapter 5: Promoting Social Acceptance and Managing Student Behavior (Section 5.5 & 5.6)
Mar 1	Module 4: Culturally Responsive Practices	Chapter 4: Teaching Culturally and Linguistically Diverse Students (Section 4.1) Communication with Parents/Guardians due February 28th at 11:59 pm
Mar 22	Module 5: High Incidence Disabilities	Chapter 6: Teaching Students with Learning Disabilities and ADHD (Sections 6.2, 6.3, 6.6) Turn-in Assignment Observation Schedule 2
Mar 29	Module 5: High Incidence Disabilities	Chapter 7: Teaching Students with Communication Disorders (Section 7.1) Chapter 8: Teaching Students with Emotional Behavioral Disorders (Section 8.1)
Apr 5	Module 6: Lower Incidence Disabilities	Chapter 9: Teaching Students with Autism Spectrum Disorders/Pervasive Development Disorders (Section 9.1) Chapter 10: Teaching Students with Intellectual and

		Developmental Disabilities (Section 10.1) Pre-Referral (RTI/MTSS) Meeting due April 4th at 11:59 pm
Apr 12	Module 7: Content Strategies	Chapter 14: Facilitating Reading (Sections 14.1 & 14.2)
Apr 19	Module 7: Content Strategies	Chapter 16: Helping All Students Succeed in Mathematics (Sections 16.1 & 16.2) IEP (ARD) Meeting due April 18th at 11:59 pm
Apr 26	Module 7: Content Strategies	Chapter 13: Promoting Content Learning Through the Teaching and Learning Connection (Sections 13.4 & 13.5)
May 3	Module 8: Assessment for All Learners	Chapter 12: Differentiating Instruction and Assessment for All Learners (Section 12.2) Case Study due May 8th at 11:59 pm

COURSE EVALUATION

Your feedback is important to me! Throughout the semester, I will solicit feedback on my teaching and the course activities. This feedback allows me to adjust my teaching as necessary throughout the semester.

At the end of the semester, you will be sent a UNT Evaluation survey. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available at the end of semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at <http://spot.unt.edu/> or email spot@unt.edu.

COURSE POLICIES

Assignment Policy

The due dates for all assignments are listed on the calendar section of the syllabus. Please note the dates and times by which assignments are due. All assignments should be turned in via electronically on Canvas as a Word document, unless otherwise specified. Please save files in the following manner before submitting to Canvas:

- Assignments: Course #_Last Name_Name of assignment. For Example:
 - EDSP 4350_Perez_Case Study Part 1
 - EDSP 4350_Perez_Module 1 Activity

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Written Assignments: All written assignments must be presented in typewritten form, using appropriate APA format, when relevant. Assignments should be turned in on the date announced.

- **APA Format for Assignments:** Use APA 6th edition guidelines for all course assignments. This website links to APA format guidelines: <http://www.apastyle.org/>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/plagiarism-101/overview/>
- In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.

Late Work

Discussion Board Reflections and Responses will not be eligible for a grade after the due date. For all other assignments, work turned in after the due date will lose 10-25% of the total points (10% for 1-2 days; 15% for 3-4 days; 20% for 5-6 days; 25% for 7 days). Unless previous discussion and written

agreement occurs between a student and the instructor prior to the original due date of the assignment, I will not accept assignments turned in more than 7 days after the due date.

Some assignments in this course are tied to opportunities in your PDS schools (e.g., attending an ARD meeting). Contact your instructor **before** the assignment due date if the dates of the assignment do not match up with opportunities you have to complete the assignment. A modified assignment or extension can be discussed.

All point deductions made due to late submission will be made after grading is complete. The date that the assignment was received by the instructor **on Canvas, in hand, or via email** will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and **prevents** timely feedback to students regarding their work that may be of value in later assignments. Since a grade for an assignment is not released until all submissions are graded, students should strive to keep up with the assignment schedule so that they will be able to have appropriate formative feedback from their instructor across the semester.

Person-First Language

Use person-first language when referring to individuals with disabilities in class discussions and written assignments (and ideally in your professional practice).

- Example: A student with a learning disability
- Non-example: A learning disabled student

Attendance Policy

Attendance to all in-person classes is required. Please contact me as soon as possible if there are extenuating circumstances for missing more than one class. Information about the University of North Texas' Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5>

The Division of Institutional Equity and Diversity would like to remind you that UNT is committed to non-discrimination, diversity and inclusiveness, and to supporting students and employees, regardless of religious affiliation or non-affiliation. As part of this commitment, UNT makes good faith efforts to accommodate students' religious practices and beliefs when religious observances coincide with work or academic obligations. State and Federal law require public universities to allow students time off from classes without penalty for observance of their religious holidays and practices, unless accommodation interferes with a compelling university interest.

Please contact me within the first two weeks of the semester if the observance of religious holidays or practices this semester interfere with class participation or the due date of an assignment.

Syllabus Change Policy

While all attempts will be made to adhere to the syllabus, some circumstances may require mid-semester changes. As such, the instructor reserves the right to make schedule changes given unusual circumstances and/or at her discretion.

Professionalism & Acceptable Student Behavior

Please be courteous to the instructor and peers. Cell phone use (e.g., texting, internet use, game playing, etc.), excessive talking without permission, and other unprofessional or disruptive behavior will

result in loss of professionalism points. The number of points deducted will be at the discretion of the instructor.

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Online Etiquette: 12 Ground Rules for Online Discussions

1. **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
2. **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform the course instructor of the issue. Chances are others are having the same problem.
3. **Help Others:** You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
4. **Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
5. **Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
6. **Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
7. **Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution. Failure to do so is
8. **considered an act of Academic Dishonesty** that could result in dismissal from the program, and or the university. (see the university policy on Academic Dishonesty)
9. **Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.
10. **Respect Diversity:** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
11. **No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper- case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).
12. **No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be

tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell. Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing. Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

Confidentiality/Pseudonyms

During this class, you will have opportunities to share about your experiences during class discussion and for the completion of assignments. Please be mindful of confidentiality and use pseudonyms when discussing or writing about a student, family member, or school/district to protect their identity.

UNT POLICIES

Academic Integrity Policy

I expect all students to adhere to UNT's Academic Integrity Standards. According to UNT Policy 06.003, student academic integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. Students who violate this policy will, at the very least, lose 50% of the points for the assignment and be asked to redo the assignment. Depending on the severity of the finding of academic dishonesty, it may also result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

If you have a disability or have a documented need for accommodations, please speak with me individually within the first two weeks of class.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Personal Distress

If at any point in the semester you are struggling- physically, emotionally, mentally, or academically, please do not hesitate to reach out to me. As a UNT student you have access to many supports and services ([CARE Team](#)) to help get you back on track. I am happy to help connect you with the appropriate resources.

Basic Needs

UNT has a [Food Pantry](#) on campus. Any current UNT student in need can visit the UNT Food Pantry 8am- 6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday- Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food4Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

Other Student Academic Support Services

- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Access](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence. If you need any accommodations, please contact me within the first week of class
- [Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- [UNT Libraries](#)

- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience
- [UNT Writing Center](#): offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- [Succeed at UNT](#): information regarding how to be a successful student at UNT

TECHNICAL REQUIREMENTS/ASSISTANCE

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Hours are:

- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

Canvas technical requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>