



College of Education Department  
of Educational Psychology

## Strategies to Support Diverse Learners in General Education

### COURSE INFORMATION

Course: EDSP 4350  
Credit Hours: 3  
Class Meeting Time: 11am-1:50pm  
Location: Frisco Landing Room 228

### Instructor Contact Information

**INSTRUCTOR:** Teresa Cardon, PhD., CCC-SLP, BCBA-D  
**OFFICE:** 1300 W Highland St. Ste 316F in Matthews Hall  
**PHONE:** 940-565-4646 (main office)  
**E-MAIL:** Teresa.cardon@unt.edu  
**OFFICE HOURS:** Tuesdays & Thursdays 10:00-11:00am/12:30-2:30pm in person or via zoom.  
Please email me if you would like me to open the zoom option during this time.

### Course Prerequisites, Co-requisites, and/or Other Restrictions

Prerequisite(s): **EDSP 3210 or equivalent**; Admission to teacher education; Concurrent coursework for teacher prep including student teaching; Required for those seeking core subjects EC-6 certification only. See Student Teaching Program for details.

### 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.

### Course Standards

Texas Education Administration Special Education Specialist (EC-12 #186) Standards Met:  
EC-12 special education teacher must:

- (1) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
- (2) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
- (3) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;

- (4) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, and other supplements as needed;
- (5) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);
- (6) advocate for high academic and behavioral expectations for students with disabilities;
- (7) demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;
- (8) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.
- (9) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior from birth through adolescence;
- (10) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;
- (11) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals;
- (12) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.
- (13) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
- (14) apply understanding of the subject matter TEKS, the Texas Prekindergarten Guidelines, and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
- (15) apply content-specific knowledge to modify and differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;
- (16) demonstrate a content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of appropriate graduation requirements;
- (17) apply content-specific knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers;
- (18) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
- (19) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence curricula, and self-advocacy;
- (20) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, and specialists, to make content and instruction accessible and challenging for students at all levels of support needs;

- (21) demonstrate knowledge of how to provide modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms;
- (22) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.
- (23) use assessment results to design, adjust, plan, and inform instruction or intervention;
- (24) identify, recommend, and implement appropriate accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the ARD committee;
- (25) support students in understanding their own assessment data and using those results to self-monitor and self-regulate;
- (26) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including use of supplements, technology, assistive technology, and related services;
- (27) design instruction to meet the individual needs of a diverse group of students based on information from various types of formative and summative assessments;
- (28) use knowledge of the learning processes of adolescents and teenagers to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;
- (29) use explicit, scaffolded, systematic instruction to teach content, strategies, and skills;
- (30) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate students' needs;
- (31) create opportunities for students to demonstrate their knowledge and skill using different modalities and allow every individual to advance as they demonstrate their understanding;
- (32) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of adolescents and teenagers with exceptionalities;
- (33) apply knowledge of the learning processes of adolescents and teenagers to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;
- (34) promote the generalization of concepts and skills across content areas and educational settings;
- (35) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;
- (36) adapt instruction and make regular changes based on data from assessments;
- (37) plan, adapt, and deliver learning experiences for individuals with high support needs in an inclusive manner that reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;
- (38) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
- (39) use strategies to promote active student engagement;

- (40) design effective and universally accessible environments and learning experiences appropriate for students in Prekindergarten- Grades 6-12;
- (41) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and actively engage students;
- (42) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
- (43) demonstrate knowledge of the roles and responsibilities of the special education teacher and of other professionals who deliver special education services including related and instructional service providers;
- (44) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to meet the instructional, emotional, behavioral, and social needs of students;
- (45) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
- (46) effectively implement co-teaching models to deliver, adapt, and differentiate instruction to meet students' instructional, emotional, behavioral, and social needs;
- (47) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
- (48) coordinate with instructional and related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;
- (49) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering the social, cultural, and linguistic diversity of students;
- (50) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards;
- (51) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs;

### **Communicating with your Instructor**

If you have questions or concerns throughout the semester, please send me a message via e-mail [Teresa.cardon@unt.edu](mailto:Teresa.cardon@unt.edu). I will respond to student messages Monday-Friday between the hours of 8am-5pm (I may occasionally 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. Please note that I get many Canvas notifications daily and emailing me directly is preferred to a Canvas email or comment.

### **Attendance:**

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>

Students are expected to attend face to face class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the

professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. We have in class group work that may include assigned participation points on a weekly basis. If you miss **more than two classes** (which is equivalent to almost 6 instructional hours), you will receive a failing grade unless agreed upon circumstances between you and the university allow it (allowed absences are described in the link above). Students who miss more than a half-hour of class will be considered absent from that class meeting. Chronic tardiness or early departure (arriving more than 15 minutes late or leaving more than 15 minutes early) will result in the lowering of a final grade at my discretion. Please note: it is your responsibility to drop this course, if necessary.

## **MATERIALS**

**Required Textbook: Teaching in Inclusive Classrooms** Bryant-Sage Vantage Learning Platform, ISBN: 9781071913918

NOTE - The Vantage Learning Platform version of your textbook is required and we will use it often. Multiple assignments and points are connected to the Sage Vantage Learning Platform for Teaching in Inclusive Classrooms. You will not be able to access all the resources and assignments (and therefore points!) if you don't have this option purchased.

Additional required articles and readings will be made available on Canvas

## **Other Materials:**

Students will be expected to reflect with writing during class. You may choose to use a notebook and pen or pencil, computer, or tablet. It is expected that all technology be used appropriately. No use of social media or checking of emails during class.

## **ASSIGNMENTS & GRADING -**

### **Assignments**

For all assignments: 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. All assignments must be submitted electronically using **Canvas** as a WORD document. **Most assignments are due on Sundays at 11:59 p.m.** unless otherwise noted.

**Late Assignments** - Assignments should be submitted through Canvas by 11:59PM CST on the day they are due, unless other directions are provided by the instructor. **Assignments turned in after the date due will be considered late. Five-to-twenty percentage points will be deducted for assignments turned in late (5% for 1-2 days; 10% for 3-4 days; 15% for 5-6 days; 20% for 7 days).** Unless previous written discussion and agreement occurs between the instructor and student, assignments submitted more than one week late will receive zero points. *Please note that quizzes do not receive any points if late.* The date that assignments are received by the instructor in Canvas will be considered the date submitted. **The final assignment is exempt from the late assignment allowances** (so please turn it in on time!) because final grades must be submitted to the University.

### **APA Guidelines**

As a professional disposition for teachers, educational researchers, and other educators, our

field follows the American Psychological Association (APA) guidelines for writing and publishing in the social and behavioral sciences. Therefore, it is a requirement in this class for you to use APA style when writing for any assignment. The APA guidelines can be found in the APA manual 7th edition (<http://www.apastyle.org>). All assignments will be graded with these guidelines in mind.

### Grading

I will post detailed assignment descriptions on Canvas. You will turn in all assignments electronically via Canvas by 11:59 PM 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
Module Reading Activities	Canvas
Module Video Activities	Canvas
Chapter Quizzes	Canvas
Interteach (Participation in class)	~150
PLAAFPs & SMART Goals	100
MOCK IEP (In class = 100; Reflection = 100)	200
Case Study Analysis (A)	80
Case Study Analysis (B)	80
Differentiation of Instruction - Poster Presentations	150

Grading Scale: 90-100 percent = A    80-89.99 percent = B    70-70.99 percent = C  
60-60.99 percent = D    59.99 percent and below = F

### CALENDAR

Below is a tentative calendar of class topics, assigned readings, and due dates. In the event of a change, students will be notified via Canvas.

Week/Module	Topic	Assignments
Module 1 1/12	Introductions Syllabus/Canvas Review Bryant Chapters 1,3,4	Chapter Quizzes (credit for completion)
1/19	No class MLK day	
Module 2 1/26	Low & High Incidence Disabilities Review Bryant Chapters 5-6,8	Chapter Quizzes (credit for completion)

Module 3 2/2	Bryant Ch.9 Assessment & Data Based Decision Making	Reading Activities Video Activities Chapter Quiz (for points!)
Module 4 2/9	Bryant Ch. 10 Promoting Positive Behavior and Facilitating Social Skills Visual Supports for Executive Function & Classroom Routines	Reading Activities Video Activities Chapter Quiz (for points!)
Module 5 2/16	RTI & MTSS in the classroom; PLAFFS Bryant Ch. 2	Reading Activities Video Activities Chapter Quiz (for points!)
Module 6 2/23	IEP Review: PLAFFS & SMART Goals (Review Bryant Ch. 1 & 2)	PLAFFS & SMART Goals
Module 7 3/2	Mock IEP in Class	Mock IEP & Reflection
March 9-13 SPRING BREAK		
Module 8 3/16	Bryant Ch. 11 Teaching Reading IMRA Texas Curriculum	Reading Activities Video Activities Chapter Quiz (for points!)
Module 9 3/23	Bryant Ch. 12 Teaching Writing IMRA Texas Curriculum	Reading Activities Video Activities Chapter Quiz (for points!)  Case Study A
Module 10 3/30	Bryant Ch. 13 Teaching Mathematics IMRA Texas Curriculum	Reading Activities Video Activities Chapter Quiz (for points!)  Case Study B
Module 11 4/6	Bryant Ch. 14 Facilitating Content-Area Instruction and Study Skills	Reading Activities Video Activities Chapter Quiz (for points!)
Module 12 4/13	Differentiating Instruction Bryant Ch. 7 ADAPT Framework - Adapting Curriculum across contexts [Introduce Final Poster Presentation Assignment]	Reading Activities Video Activities Chapter Quiz (for points)

Module 13 4/20	Unwrapping the Standards & TEKS	Be working on your Differentiation of Instruction Poster Presentation!
Module 14 4/27	Poster Presentations	Differentiation of Instruction Poster Presentation/Poster Walk
Finals Week	(Your Presentation is your final)	

### SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go <http://success.unt.edu/>.

### ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and an Admissions, Retention, & Review form will be completed and submitted to the College of Education. Additionally, the incident will be reported to the Dean of Students, who may impose further penalties. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

A Note on Artificial Intelligence and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will **undoubtedly** be part of your career and can be a very helpful tool for all educators. Therefore, understanding its uses without depending on it, is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. So, while some assignments may invite the use of online tools to get things started, or to review grammar, etc., the core expectation for our class is that

the work you submit is your own original writing. Using the work of someone else including AI, and without citing it, is a form of cheating/plagiarism. Please report and cite any use of AI!!

Again, you may use AI to: help you start an outline, start a sentence, start a paragraph, or check grammar (grammarly), but outside of that, you need to be doing your own writing. I will reach out to you if your AI use is over a certain percentage to see if we need to chat so I can assess your understanding of the content.

### ACCEPTABLE STUDENT BEHAVIOR

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 <http://deanofstudents.unt.edu>.

### ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at <http://www.my.unt.edu>. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: <http://eagleconnect.unt.edu/>

### ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

### EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and

text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link:  
<http://essc.unt.edu/registrar/ferpa.html>

### STUDENT EVALUATION OF TEACHING

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. This short survey will be made available toward the end of the semester to provide you with an opportunity to evaluate how this course is taught.

### OTHER RESOURCES

As part of the support system at UNT, here are some additional resources that are mostly FREE of charge. If you have any questions, feel free to reach out to me at any time. Thank you.

Counseling Center: <https://studentaffairs.unt.edu/student-counseling>

UNT Well: <https://hps.unt.edu/rhs/untwell>

Food Pantry: <https://studentaffairs.unt.edu/food-pantry>

Substance Abuse Center: <https://studentaffairs.unt.edu/rise/programs/sure-program>

Student Health and Wellness Center:

<https://studentaffairs.unt.edu/student-health-and-wellness-center>

COVID-19 Information: <https://healthalerts.unt.edu/>

Money Management Center: <https://studentaffairs.unt.edu/student-money-management-center>

Legal Services: <https://studentaffairs.unt.edu/student-legal-services>

Career Center: <https://careercenter.unt.edu/>

UNT IT/Canvas Support

Please contact CLEAR support if you have any difficulties. Note that there is support contact information on your Canvas login screen. This also extends to technology difficulties during the course.

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Live Chat: <https://it.unt.edu/helpdesk/chatsupport>

Phone: 940-565-2324

In Person: Sage Hall, Room 330

For additional support, visit [Canvas Technical Help](#)