C&I 518.50: Inclusion and Collaboration - Online

Ann N. Garfinkle

University of Montana - Missoula, ann.garfinkle@mso.umt.edu

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University of Montana—Missoula  
Department of Curriculum and Instruction  

C&I 518: Inclusion and Collaboration  
Fall 2006  
On-line @ http://umonline.umt.edu/  

Instructor: Ann N. Garfinkle, Ph.D.  
Phone: 243-5512  
E-mail: ann.garfinkle@mso.umt.edu  
Office: Education 307  
Office hours: M 2:15-3:15  

Texts  

Required:  


A number of journal articles are assigned, all of which are available on-line through the Mansfield Library. To access these texts, enter the University’s home page (http://www.umt.edu/); click on “Academics and Research”; click on “libraries”; click on “Maureen and Mike Mansfield Library”; click on “find articles”; click on “education”; click on “E*Subscribe”; click on “express search”; enter the “accession number” (found in brackets on the syllabus); click on search; click on Adobe to retrieve the document; and either read the document on-line, e-mail it yourself, or print it.  

Additional texts may be assigned by the instructor.  

Strongly recommended for students interested in early childhood:  


Recommended:  

Course Description

This course is designed to provide students with an awareness of the legal and ethical issues involved in inclusion. The focus of the course encompasses historical and philosophical changes that have resulted in the inclusion of individuals with disabilities thorough multidisciplinary and collaborative practices.

Course Objectives

After successful completion of this course, students will be able to:

1) Describe the outcomes of students who receive Special education services.
2) Define and describe the implications of “natural environments” and “least restrictive environment”
3) Describe what successful inclusion looks like, include administrative and classroom supports.
4) Describe the range of valued-outcomes that result from successful inclusive programs.
5) Understand and be able to use curricular and instructional adaptations and modifications for children with special needs in the context of the general education setting.
6) Become familiar with a multitude of service delivery approaches, including: co-teaching, team teaching, consulting, and collaborative models.
7) Describe the barriers associated with inclusion as well as ways to mediate those barriers.
8) Describe the rational for multidisciplinary collaboration as described in IDEA.
9) Develop skills to work with families and other school personal, including people from diverse linguistic, cultural, and racial backgrounds.

Expectations

Conduct Code:

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana Student Conduct Code. An unabridged copy of this code is available at: http://www.umt.edu/studentaffairs/policy/code.htm. If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.
People-first language:

As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasis the person before the disability. For example, we would say, “child with autism” not “autistic child”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 69 of the *Publication Manual of the American Psychological Association, 5th edition* (APA, 2001).

Accommodations:

I am more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student’s class participation and learning. Please see me individually at the beginning of the term to make a plan for these accommodations.

Student Behavior:

All written assignments are due on the assigned day. If a student is unable to meet this deadline, the student should make an alternate arrangement with the instructor—*this needs to be done prior to the actual due date*. **No late assignments will be accepted.**

All written work must be: typed, use people-first language, use APA style guidelines, be fully referenced, and be clearly and concisely written.

All responses in online discussions or in online chat rooms will be professional in nature. It is okay to disagree with another student’s position, but this must be professionally, politely, and with support form the literature.

Course Format

This is an on-line class. As such, students will be expected to engage in several type of learning activities included on-line discussions, participation in the virtual classroom, postings to bulletin boards, reflections on readings, and the completion of individual assignments. Students are also encouraged to make an appointment to meet with the instructor at least once during the course.

Grading Policy

There 1,000 possible points for this course. Grades are earned as follows:

- 93%-100% (925-1000 points) = A
- 83%-92% (825-924 points) = B
- 73%-82% (725-824 points) = C
- 63%-72% (625-724 points) = D
- 62% or lower (fewer then 624 points) = F
Pluses (+) and minuses (-) are assigned by the instructor and are based on student participation and behavior in accord with the expectations stated on pages 2 and 3 of this document.

Summary of Class Responsibilities (300 points possible, 20 points per week)

For “class” each week, you will be responsible for the following:

1) reading the assigned texts
2) reading the weekly “lecture” that the instructor may post to give the class a structure and additional information on the topic
3) Some weeks you will respond to a discussion questions posted by the instructor by posting a position statement and responding to at least one of your classmates posts (the instructor may vary the format some weeks given the material—instructions will be provided)
4) Some weeks you will participate in the virtual classroom discussion
5) participate in any other class activity

Dilemmas (400 points possible, 100 for each of the 4 dilemmas)

A dilemma is “an argument presenting two or more equally conclusive alternatives against an opponent” (Merriam-Webster, 1996). It is not merely a problem. Rather as the definition states, it is when there are two plausible arguments that conflict. Each argument has support—usually in the form of fact, logic, and ethically beliefs—and each argument precludes the acceptance of the other viewpoint. There are dilemmas in every field, including education. Throughout the course of the term you will be confronted with a variety of information about inclusion and collaboration, some of which may contradict what you know now or what your beliefs are. You are not alone in that. Some very real issues exist. Therefore you will have an opportunity to explore some of the most common dilemmas that exist in the fields of inclusion and collaboration. For each of the dilemmas given, you are to use the readings assigned in class and other information that you find through your independent research to explain each side of the arguments fully and then suggest a practical way to move toward resolving the dilemma. Each of these 4 assignments should be 3-5 pages in length. Please use APA style and fully reference your work.

Dilemma 1: Special Education is often described as a service, not as a place. Despite this notion, there is still a pervasive belief that special education is as much about place as it is about services. For example, some believe that in order for children with identified disabilities to get the specificity and intensity of services they need, they need to be in a “self-contained” classroom (e.g., a classroom that services only students with disabilities). Others, however, believe that as a matter of civil rights students with disabilities should be educated along side their typically developing peers (e.g., in inclusive settings). Explain fully, using empirical data when available each argument (e.g., the pro self contained argument and the pro inclusion argument) and described your proposed resolution to this dilemma.
Dilemma 2: Some children do not master the material presented for their grade level. This lack of mastery may be caused by several reasons (i.e., absenteeism, an undiagnosed learning disability, an identified disability, poor instruction). Regardless of the reason, these children can either be “socially promoted” or “retained” to repeat the grade again. Social promotion allows the students to continue with their peer group while, theoretically, still receiving instruction on the unmastered curriculum. Retention, people argue, insures that the student will learn the unknown material because that will be the focus of his class. This issue is one that is highly political but also one in which there is much data. Explain fully, using empirical data when available each argument (e.g., the pro social promotion argument and the pro retention argument) and described your proposed resolution to this dilemma.

Dilemma 3: Regardless of the model of services provided to children/students with identified disabilities, in order for the services to be most effect, the professionals involved need to work well with one another. Many of the professionals (i.e., physical therapists, occupational therapists, speech/language pathologists) who work with these students have had extensive and technical training in their field. This specificity of training sometimes leads professionals to believe that only they, by virtue of their training, are qualified to work with the child on some goals (e.g., only the speech/language pathologist can work on communication). This is called multidisciplinary teaming. Other professionals recognized that the child needs support even when they are not there (e.g., a child with motor challenges needs to ambulate at times other than when the physical therapist is present) and as such believe that their goal is to train all the other professionals who work with that child on the ways they work with the child. This is called transdisciplinary teaming. This issue has a huge impact on how professionals do their jobs and on the quality of services the child receives. Explain fully, using empirical data when available each argument (e.g., the multidisciplinary teaming argument and the transdisciplinary teaming argument) and described your proposed resolution to this dilemma.

Dilemma 4: Children who receive special education service usually have several areas of need. This is especially true for children with severe disabilities. Professionals have extensive and specialized training in what goals are important for good outcomes as well as methods for achieving those outcomes. As such, many professionals feel as if they know what is best for a child. When the professional decides, based on their knowledge only, what is best for the child, this model of service delivery is called a “medical model”. Families often claim that they know what is best for their child. After all, although they may not be an expert in disability, they are an expert on their child. Many times what the professionals believe is best and what the family believes is best is in stark contrast. Thus some in the field believe that family priorities should drive service delivery. That is professionals should do what the family views as best, regardless of their professional opinion. This is “family-centered” service. Explain fully, using empirical data when available each argument (e.g., the pro medical model argument and the family-centered argument) and described your proposed resolution to this dilemma.
Reflection on *The Spirit Catches You…* (200 points possible):

After reading this book, you need to reflect on the ways professionals did or did not collaborate with one another and with the family. Identify the professional who did the best job of collaborating and using examples from the book, support why you think so. Identify the professional who did the worst job of collaborating and using examples from the book support why you think so. What could have this professional done differently—list three specific strategies that would have increased collaboration between that profession and other professionals or Lia’s family. This entire assignment should be no longer than 5 typed pages. **The paper is due in the “digital drop box” (under the tools menu) by December 8th at 5:00 pm.**

Final Exam (100 points possible):

The final exam asks the student to pull together information from the entire semester, integrate the information into their knowledge and belief structure and develop a plan so that the information from the course can be more easily transferred into the student’s professional practices. The first week of the semester, the student will write a paragraph defining “inclusion”. At the beginning of finals week, this paragraph will be returned to the student and the student will re-write the paragraph to incorporate their new knowledge. The student will describe why they made the changes they made and why the left parts of the paragraph in the original state. Then they will develop an action plan that will help the student put at least three practices in place. This plan should be as specific as possible and at a minimum state the following: the practice to be implemented, the materials/training needed to implement the practice, the time and place the practice will be implemented, the person responsible for the implementation, a date for the implementation and a check to insure that the implementation has happened.
## Course Schedule

<table>
<thead>
<tr>
<th>Week Number (dates)</th>
<th>Topic</th>
<th>Readings</th>
<th>“Class work”</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 (8/28)</strong></td>
<td>Familiarize yourself with Blackboard and activate UM e-mail and Introduction to Course and Course Requirements</td>
<td>--</td>
<td>--</td>
<td>One paragraph defining inclusion</td>
</tr>
<tr>
<td><strong>2 (9/24)</strong></td>
<td>Overview of Inclusion</td>
<td>--DEC position paper on inclusion --CEC Mission Statement --TASH resolutions on inclusive education, community life, and employment</td>
<td>Respond to discussion question</td>
<td>--</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>Activity</td>
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<tr>
<td>4</td>
<td>9/18</td>
<td>Foundations of Special Education</td>
<td>Friend chpt 1</td>
<td>Respond to discussion question</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>Planning for instruction</td>
<td>Friend chpt 5</td>
<td>Respond to discussion question</td>
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<td>6</td>
<td>10/2</td>
<td>Adapting instruction</td>
<td>Friend chpt 9</td>
<td>Attend the virtual classroom</td>
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<tr>
<td>7</td>
<td>10/9</td>
<td>Responding to students</td>
<td>Friend chpt 12</td>
<td>Attend the virtual classroom</td>
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<td>8</td>
<td>10/16</td>
<td>Building social relationships</td>
<td>Friend chpt 13</td>
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<tr>
<td>9</td>
<td>10/23</td>
<td>Students with disabilities</td>
<td>Friend chpts 6 &amp; 7</td>
<td>Attend the virtual classroom</td>
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<tr>
<td>10</td>
<td>10/30</td>
<td>Evaluating learning</td>
<td>Friend chpt 11</td>
<td>Respond to discussion question</td>
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<td>11</td>
<td>11/6</td>
<td>Collaboration</td>
<td>Snell chpt 6</td>
<td>Attend the virtual classroom</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>Collaboration:</td>
<td>Snell chpts 2 &amp; 3</td>
<td>Respond to discussion question</td>
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<td>13</td>
<td>11/20</td>
<td>Thanksgiving Break—No Class</td>
<td><em>The Spirit Catches You</em></td>
<td>Respond to discussion question</td>
</tr>
<tr>
<td>14</td>
<td>11/27</td>
<td>Collaboration using <em>The Spirit Catches You</em> as a case study</td>
<td>Snell chpt 7</td>
<td>Respond to discussion question</td>
</tr>
<tr>
<td>15</td>
<td>12/4</td>
<td>Collaboration using <em>The Spirit Catches You</em> as a case study</td>
<td>Snell chpt 4</td>
<td>Attend the virtual classroom</td>
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<tr>
<td></td>
<td>Finals</td>
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**Finals (12/11)**