

Fall 9-2004

C&I 518.50: Inclusion and Collaboration

Ann N. Garfinkle

University of Montana - Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Garfinkle, Ann N., "C&I 518.50: Inclusion and Collaboration" (2004). *Syllabi*. 4303.
<https://scholarworks.umt.edu/syllabi/4303>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

University of Montana—Missoula
Department of Curriculum and Instruction

C&I 518: Inclusion and Collaboration
Fall 2004
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 2:30-3:30, T 11:00-12:00
Online office hours in “virtual classroom”: M 7:15-8:15

Texts

Required:

Fadiman, A. (1998). *The Spirit Catches You and You Fall Down: The Story of a Hmong Child, Her American Doctors and the Collision of Two Cultures*. New York, NY: Farrar, Straus, & Giroux.

Price, B.J., Mayfield, P. K., McFadden, A. C., Marsh, G.E. (2000). *Collaborative Teaching: Special Education for Inclusive Classrooms*. Parrot Publishing.
[this is an online text that is accessible through a link on the course web site]

A number of journal articles, 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.

Recommended:

American Psychological Association (2001). *Publication Manual of the American Psychological Association, 5th edition*. Washington DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The Elements of Style, 4th edition*. Boston, MA: Pearson Allyn and Bacon.

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 rationale 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 emphasize 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 on line 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 from 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 than 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

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) 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) at least once every two weeks, participate in the virtual classroom discussion
- 5) participate in any other class activity

For completing the above described activities, students will earn 20 points per week (280 points possible).

Summary of Independent Assignments and Weighting

In addition to the class activities, students will engage in four (4) independent assignments: a term paper; a reflection and adaptation of *The Spirit Catches You...*; a barriers and solutions assignment; and a final exam. Each is described below and the weighting of each assignment is given.

Term paper (250 points possible):

You need to write a 10-12 page term paper on an issue related to inclusion. This issue should be important to the topic, but not one that we have covered in class. While students may design their own topic (to be approved by the instructor) possible topics include: How does inclusion effect general education students? What do administrators need to know to support inclusive classrooms? What does inclusion cost? What are the issues involved in rural inclusive education? What are the multicultural issues associated with inclusion? Are there alternative interpretations of “least restrictive environment”? Students should rely on the literature (students are required to use at least 5 sources beyond the readings assigned for class) to explain the issue and to develop and support their position. However, the paper should not be a list of ideas presented by other authors, rather students should synthesize the extant literature. APA style guidelines should be followed. **The paper is due in the “digital drop box” (under the tools menu) by Oct. 25th at 5:00 pm.** *If you want feedback on a draft of the paper, please turn in it two weeks prior to the due date.*

Reflection on and Adaptation of *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. Using the questionnaire in the book as a base, adapt it so that it would be appropriate for an educational setting. That is, what kinds of questions do you want to ask families in order to best work with them. 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 13th at 5:00 pm.** *If you want feedback on a draft of the paper, please turn in it two weeks prior to the due date.*

Barriers and Solutions assignment (120 points possible):

After reading about inclusion and thinking about your experiences, identify what you think are the five (5) biggest barriers to full, but responsible inclusion of children with special needs in the general education classroom. For each barrier you identify, brainstorm a possible solution for how that barrier could be mitigated. This assignment can take a list form, as long as the barriers and solutions are adequately explained. **The paper is due in the “digital drop box” (under the tools menu) by Nov. 22st at 5:00 pm.** *If you want feedback on a draft of the paper, please turn in it two weeks prior to the due date.*

Final Exam (150 points possible):

There will be a “take-home” final exam. The exam will be distributed during the last week of class and due back on **December 20th by 5:00 pm in the “digital drop box”.** The exam is an INDEPENDENT exercise. The exam will ask you to synthesize the course content from the entire semester. The exam should take less than 2 hours to complete.

Course Schedule

Week Number (dates)	Topic	Readings	Assignments Due
1	Familiarize yourself with Blackboard and activate UM e-mail	--	--
2	Introduction to Course and Course Requirements	--	--
3	Overview of Inclusion	--DEC position paper on inclusion --CEC Mission Statement --TASH resolutions on inclusive education, community life, and employment (found on “external links”)	--
4	History of and Rational for Inclusion Discussion of Valued Outcomes	--Leonardi, R. (2001). <i>The Inclusion of Children with Disabilities into General Education Programs: An Ethical Analysis</i> [ED459554] --Ferguson, D. L. (2000). <i>Improving Education: The Promise of Inclusion</i> [ED441926] --Rudd, F. (2002). <i>Grasping the Promise of Inclusion</i> [ED471855]	--
5	Inclusion for Whom?	<i>Least Restrictive Environment</i>	--

		<i>Considerations</i> [ED473005]	
6	Does student age/grade level matter?	--Chapters 7 and 8 from Price (online text) --Smith, M. K. (1999). <i>Early Childhood Teacher's Perceptions of Successful Inclusion</i> [ED433936] --Hines, R. (2001). <i>Inclusion in Middle Schools</i> [ED459000]	--
7	Does disability type or severity matter?	--Wolpert, G. (2001). <i>Successful Daily Practices of Inclusion Teacher of Children with Down Syndrome</i> [ED453160]	--
8	Does content matter?	--Gourley, J.J. (2002). <i>Curriculum Reform for Inclusion</i> [ED463111] --Martin, S. S. (2001). <i>Music and Inclusion: A Performance Partnership</i> [ED463046] --Jarrett, D. (1999). <i>The Inclusive Classroom: Mathematics and Science Instruction</i> [ED433647] --No author listed (2000). <i>Coordinating Reading Instruction</i> [ED464376]	Research paper on related Inclusion topic due on 10/25 by 5:00pm
9	Inclusive Supports	Roach, V. (1995).	--

		<i>Winning Ways: Creating Inclusive Schools, Classrooms, and Communities.</i> [ED467267]	
10	Curricular Adaptations	Chapter 5 from Price (online text)	--
11	Instructional Strategies	Chapter 6 from Price (online text)	--
12	Collaboration	Chapters 1 and 3 from Price (online text)	Barriers and Solutions to Inclusion Assignment due on 11/22 by 5:00pm
13	Teaming	Key, D. L. (2000). Team Teaching: Integration of Inclusion and Regular Students [ED447140]	--
14	Partnerships with Parents	-- <i>The Spirit Catches you...</i> --Chapter 4 from Price (on-line text)	--
15	Efficacy of Inclusion	Brown, K. T. (2001). The Effectiveness of Early Childhood Inclusion. [ED451898]	<i>The Spirit Catches You</i> written assignment due by 5:00 pm on 12/13
Finals	Due December 20 th by 5:00 pm	Due December 20 th by 5:00 pm	Due December 20 th by 5:00 pm