EPD 4033: Section 1970
Children and Youth with Multiple Disabilities
Fall 2016

Instructor: Ann-Marie Orlando, Ph.D., CCC-SLP
Email: aorlando@ufl.edu
Office hours: By appointment
Contact: 352-215-2747
Meeting Place: NRN 2327
Time: Tues., 5:10 – 8:10pm
Periods 10 – E1
Exam: 13A – 7:30 – 9:30am
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COURSE OVERVIEW

Course Description
This course is designed to provide strategies for developing effective educational services for children and youth with multiple and severe disabilities, including identifying relevant (a) curriculum content; (b) educational contexts; and (c) instructional components.

Required Texts and Readings

Course materials also are available at: http://elearning.ufl.edu/
To access the materials, login with your gatorlink information using VPN if not on campus.

Students are expected to complete all reading assignments PRIOR to class so they can participate in the discussion of each topic.

Relevant Websites
http://aem.cast.org/ (National Center on Accessible Educational Materials)
http://www.tash.org (TASH)
http://flpic.fmhi.usf.edu/ (Florida Center for Inclusive Communities)
http://iod.unh.edu (Institute on Disability, University of New Hampshire)
http://www.kidstogther.org (Kids Together, Inc.)
http://education.jhu.edu/PD/newhorizons/ (New Horizons for Learning)
http://www.udlcenter.org/ (National Center for Universal Design for Learning)
http://www.fldoe.org/academics/standards/florida-standards/ Florida Standards: Students will be required to review the Florida Standards when identifying relevant general education content for their assigned student with multiple and severe disabilities.

Ethics, Professional Conduct, and Honesty
Students should be aware of, and reflect throughout the course, expectations inherent within the following:

1) http://www.fldoe.org/edstandards/code_of_ethics.asp of Ethics and the Principles of Professional Conduct of the Education Profession in Florida: Download from

3) **DEC Code of Ethics**: Download from: [http://www.dec-spied.org/#!position-statements/oqa2f](http://www.dec-spied.org/#!position-statements/oqa2f)

4) **Statement of UF's Honor Code on Academic Honesty**
   The following statement comes from the Student Honor Court:
   
   “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.”

   On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:
   "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

   An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. The following actions are example of violations of the Academic Honesty Guidelines: cheating, plagiarism, bribery, misrepresentation, conspiracy, and fabrication.

   DO NOT PLAGIARIZE!!! To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646). If plagiarism is evident, the student will receive a "0" on that activity AND may be given an "F" grade for the course AND may be suspended or expelled from the university. See Code of Student Conduct for further explanations.

5) **Audio recording, video recording, and the use of speech-to-text software/devices or video conferencing such as Skype, Oovoo, Messenger, etc.** must be pre-approved for specific purposes and activities, and arranged ahead of time with the course instructor. Participation means to be actively involved in discussion and class work. Texting, “Facebooking,” surfing the Internet, or accessing web sites not related to the course during class time will impact negatively on class participation points.

**Course Objectives**

This course will include overall curriculum planning and implementation for, and information related to, the specific needs of children with multiple and severe disabilities. Based on a model of systematic instruction, the course provides practice in selecting meaningful instructional content for an individual child, encompassing both general education state standards and ecologically-based person-centered content that facilitates involvement across contexts. Emphasis also is focused on the provision of instruction in natural contexts, including general education classes, regular school campuses, and community settings. Students will become familiar with professional literature that
supports these topics. Students will develop an understanding of, and ability to develop, educational services that reflect:

1) principles of Universal Design for Learning;
2) an ecological approach to determining person-centered content that facilitates involvement across contexts;
3) accommodation and modification of general curriculum standards, contexts, and activities to meet the needs of children with multiple and severe disabilities;
4) use of activity-based instruction for blending content from the general curriculum and person-centered content across domains (i.e., personal management, leisure, work);
5) the provision of instruction in general education classes and other inclusive contexts;
6) the provision of assistive technology devices and supports to access the general curriculum and person-centered content;
7) age-appropriate instructional content, materials, and activities;
8) community-based instruction for general curriculum and person-centered content;
9) program evaluation methods; and
10) integrated related services.

COURSE REQUIREMENTS AND GRADING

Requirements
1) Complete three exams. Each is essay format. Questions will be taken from required readings, class discussions, and assigned activities. Required readings typically cover material that is not covered in class. Each exam will be worth 40 points.

2) Complete a team curriculum content identification study. The written study is worth 40 points from the instructor. Team members also will participate in an evaluation of their team members for an additional 10 points. Teams will be assigned a family with a student who has multiple or severe disabilities. In relation to that student and family, teams will complete a curriculum content identification study that reflects activities and competencies discussed in class. Minimally, the following components will be included in the study, each incorporating information about access to general education content and person-centered content through the application of UDL principles or the use of assistive technology:
   a) description of the student, including strengths, weaknesses, and educational needs;
   b) description of the student’s CURRENT educational program/services, as described by the student’s family;
   c) family inventory (provide as much information as possible from the family’s point of view) that describes:
      i) activities in which the family participates across domains (e.g., domestic, leisure, work, academic);
      ii) the student’s access to and participation in those activities; and
      iii) the family’s perceptions of the activities that are priorities for instruction this year;
   d) peer inventory (develop, complete, describe, and list priorities);
   e) community inventory (develop and conduct across domains within a five-mile
radius of the student’s home and list priorities);
f) general education contexts inventory (develop and complete for all general education environments, including at least settings, teaching styles, rules, and instructional configurations; list priorities);
g) general education curriculum content inventory (complete for at least one general education teacher of the appropriate grade level, using the state general education standards; list priorities);
h) annual goals to be achieved within inclusive contexts (write 5 annual goals; describe the negotiation process used with your team);
i) a two-page written rationale for each goal (include a reflection of information from the inventories AND an explanation of how meeting each goal during the academic year will increase the student’s involvement across contexts and quality of life at home, school, and in the community);
j) short-term objectives in inclusive contexts (write one set [i.e., 3 to 5] of short-term objectives for each of 2 annual goals selected); and
k) one lesson plan for the appropriate grade level that reflects UDL principles and incorporates accommodations and modifications (including the use of assistive technology devices and supports) for your student’s annual goals.

3) Present the results of the **team developed curriculum content identification study** to the class. During the presentation the team will describe their student, the identified priorities, and the negotiated annual goals. Given this information, each team will implement their lesson plan with the entire class as their culminating experience, demonstrating the accommodations and modifications for their student’s involvement. The class implementation is worth **20 points** from the instructor; team members also will participate in an evaluation of their team members’ contributions to the presentation for an additional **5 points**.

4) Complete a file of **PERSONAL notes on class reading assignments** – note that computer generated notes will NOT be accepted. At the time of each exam, files will be submitted, reviewed by the instructor, and assigned points. The notes should be on **5 X 8 index cards** with the author(s) and year to identify the reading in the top left corner of each card. Your UFID # should be in the top right corner of each card. The cards for a reading on a research study should contain information related to the *article’s purpose, the nature of the study, the rationale, and its relevance to the class.* The cards for a reading that is not a report on a research (e.g., chapter, white paper) should contain information related to the *purpose, the issues and topics addressed, definitions, and its relevance to class content.* Students can obtain up to **40 points** for reading notes.

5) Complete four (4) **reflections (20 Points):** There will be opportunities for reflection on course readings, discussions, and topics throughout the semester. Four reflection assignments are required and due periodically throughout the semester. Guidelines for each reflection topic will be provided in class prior to the due date.

6) **Course attendance and appropriate participation** is required. During randomly selected class sessions, students will receive 0, 1, or 2 points for constructive, content-
related participation in class activities for up to 20 points.

Meeting the Pre-professional Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected as “Key Tasks” that will assess your mastery of knowledge, skills, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Developing,” “Accomplished,” or “Exceptional.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification. Students who receive an "Unsatisfactory" rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

The rating guide framework below will be used to evaluate your performance on tasks assessing specific FEAP Indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: [https://my.education.ufl.edu/](https://my.education.ufl.edu/).

<table>
<thead>
<tr>
<th>Competency 4: Foundations of Applications of Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Reading/Activity/Assessment</th>
</tr>
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<tbody>
<tr>
<td>(4.18) Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.</td>
<td>Based on class discussion and written notes from multiple readings, students will present a case study describing the identified priorities, and the negotiated annual goals. Students will implement a lesson plan with the class, demonstrating the accommodations/modifications used during instruction.</td>
</tr>
<tr>
<td>(4.19) Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.</td>
<td>Based on class discussion and written notes of multiple readings, students will complete a curriculum content identification study that includes a lesson plan for the appropriate grade level that incorporates principles of Universal Design for Learning and accommodations/modifications (including the use of assistive technology devices and supports) for the student’s annual goals</td>
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</tbody>
</table>

The rating guide framework below will be used to evaluate your performance on tasks assessing specific Florida Reading Endorsement Competency Indicators covered in this course. The language of each indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: [https://my.education.ufl.edu/](https://my.education.ufl.edu/).
Accomplished
The candidate demonstrates knowledge of how to implement instructional accommodations and modify assessment for students with significant cognitive disabilities. The candidate is prepared to apply this skill in a practical setting.

Unsatisfactory
The candidate demonstrates little knowledge of how to implement instructional accommodations and modify assessment for students with significant cognitive disabilities.

**Course Grading**
The following summarizes the MAXIMUM number of points available for each component of the course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>40</td>
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<tr>
<td>Exam 2</td>
<td>40</td>
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<tr>
<td>Exam 3</td>
<td>40</td>
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<tr>
<td>Curriculum content identification study</td>
<td>40</td>
</tr>
<tr>
<td>Written project</td>
<td>40</td>
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<tr>
<td>Team evaluation for written project</td>
<td>10</td>
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<tr>
<td>Class implementation of a lesson</td>
<td>20</td>
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<tr>
<td>Team evaluation of lesson plan</td>
<td>5</td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
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<tr>
<td>Class Readings File</td>
<td>40</td>
</tr>
<tr>
<td>Reflection</td>
<td>20</td>
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<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
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</tbody>
</table>

Approximate equivalents of the following percentages will be used for determining letter grades for the course at the semester’s end. Depending upon the overall class performance, these ranges may be modified upward or downward:

- **A** = 94% or Better (257 - 275 points)
- **B+** = 89% - 93% (244 - 256 points)
- **B** = 84% - 88% (231 - 2243 points)
- **C+** = 79% - 83% (215 - 230 points)
- **C** = 74% - 78% (202 - 214 points)
- **D+** = 69% - 73% (188 - 201 points)
- **D** = 64% - 68% (176 - 187 points)
- **E** = less than 64% (< 176 points)

**PLEASE NOTE THE FOLLOWING:**

**Use of Doctor’s Excuse/Due Dates**
All examinations will occur on the dates listed, unless otherwise announced in class. Assignments are due on the dates listed. For all assignments (i.e., activities, projects) and exams, there are no automatic make-up options. Students missing any of these will receive zero (0) points for that assignment or exam, unless a doctor’s excuse is received at the NEXT CLASS SESSION. If you are absent due short-term illnesses or other problems with
attendance, please bring a doctor’s excuse to the next class WHEN IT IS APPROPRIATE. IF extended absences are anticipated or occur, contact the instructor AS SOON AS POSSIBLE.

**Students Requiring Accommodations**
Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (https://www.dso.ufl.edu/drc) and provide appropriate documentation. Once registered, students receive an accommodation letter from the DRC, which they then present to the instructor. Students with disabilities should make their requests to the DRC as early as possible in the semester.

**Assignment Identification**
Submit ALL assignments and exams with ONLY your UFID# for identification.

**Maximum Assigned Points**
The number of points noted for each component of the course is the maximum number of points available for work of outstanding quality. Please note that the submission of an assignment does not guarantee maximum point acquisition, but that assignments will be assigned points on their quality, completeness, content, clarity, etc. Outstanding work will include a synthesis of information from a) course prerequisites, b) class sessions, c) texts, and d) readings. PLEASE NOTE THAT IT IS NOT DEPARTMENT POLICY TO GIVE GRADES OF “I” OR “X”.

**Office Hours by Appointments**
Office hours are by appointment only. Immediately before or after class is **not** the best time to try to meet with the instructor; however, it **is** a good time to schedule an appointment. Meetings with the instructor can occur before and after class when an appointment has been made in advance either in person or via email.

**Changes**
This syllabus is subject to change with the progression of the semester.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Handouts</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | 8-23 | Welcome/Introduction  
Syllabus overview  
Student population and curriculum  
• Definition of severe multiple disabilities  
• Learning characteristics of children with multiple and severe disabilities  
• Purpose of education  
• Definition of curriculum | • Syllabus  
• Person-First Handouts | • Watch TED Talk by Stella Young  
• [https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much) |
| 2    | 8-30 | VISIT TO SIDNEY LANIERS (10AM – 12PM) | WFC Ch 1 | Reflection #1 on your visit due by midnight the day of class |
| 3    | 9-6  | Legal, national, and educational trends  
Contributing variables  
• Legal issues  
• Efficacy concerns  
• National and state trends (standards-based reform; accountability & assessment) | A: Ferleger, 2008  
B: Ryndak et al., 2012  
C: Brown et al., 2008  
D: Jorgensen, 2005 | [http://card.ufl.edu/resources/training/on-demand-professional-development/](http://card.ufl.edu/resources/training/on-demand-professional-development/) |
| 4    | 9-13 | Contributing variables (cont’d)  
• Advocacy  
• Teacher preparation  
• Alternate assessment  
• School reform  
• Legal, national, and educational trends  
• Systems Change | Courtade, et al., 2012 | Reflection #2 Due by midnight the day before class |
| 5    | 9-20 | Effects on instructional contexts and curriculum content  
Framework for educational services  
• Multi-tiered Systems of Support (i.e., PBS; RtI)  
• Principles of UDL  
• Inclusive Education | Ryndak et al., 2007; Ryndak et al., 2013  
A: Fuchs & Fuchs 2008  
B: Fuchs et al., 2010  
C: Sailor et al., 2006  
D: Snell 2006 | Panel members will be present for class on this day. Come prepared with questions. |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Handouts</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>6</td>
<td>9-27</td>
<td><strong>Constituencies and their role in the education process</strong></td>
<td></td>
<td><strong>DETERMINE PROJECT GROUPS</strong> Review position statements from professional organizations: TASH, CASE, CEC-ETADD, SAFE; Position statements on teacher preparation: TASH, NASDSE, CEC</td>
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<td>• Accommodations/Modifications</td>
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<td>• Collaborative Teams</td>
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<td><strong>Natural support network</strong></td>
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<td>• Home/school collaboration; family inventory</td>
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<td>• Roles of community members; community inventory; community-based instruction</td>
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<td><strong>WFC Ch 3;</strong></td>
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<td></td>
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<td>A: Hunt et al., 2003</td>
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<td>B: Soodak &amp; Erwin 2000</td>
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<td>C: Hunt et al., 2004</td>
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<td>D: Kim &amp; Turnbull, 2004</td>
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<tr>
<td>7</td>
<td>10-4</td>
<td><strong>Exam #1</strong></td>
<td></td>
<td><strong>Class Reading File Due</strong></td>
</tr>
<tr>
<td>8</td>
<td>10-11</td>
<td><strong>CONDUCT A FAMILY INVENTORY</strong></td>
<td><strong>WFC Ch 4</strong></td>
<td><strong>Review inventory before class and assign team member roles</strong></td>
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<td>• Roles of peers and classmates; peer inventory</td>
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<td><strong>Families will be present.</strong></td>
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<td>• Outcomes for students without disabilities</td>
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<td><strong>Class will take place at the East Campus Building</strong></td>
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<td><strong>A: Causton-Theoharis &amp; Malmgren, 2005; Gilberts et al, 2001</strong></td>
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<td><strong>See Canvas for directions.</strong></td>
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<td><strong>B: Copeland et al., 2004; Kishi &amp; Meyer, 1994</strong></td>
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<td><strong>C: Han &amp; Chadsey, 2004; Ryndak et al., 2010a</strong></td>
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<td><strong>D: Carter et al., 2005a; Ryndak et al., 2010b</strong></td>
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<td>9</td>
<td>10-18</td>
<td><strong>Gathering general education information</strong></td>
<td><strong>WFC Ch 10;</strong></td>
<td><strong>Reflection #3 Due by midnight the day before class</strong></td>
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<td>• General education settings inventory</td>
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<td>• General education curriculum content inventory</td>
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<td>• Learning theories; relation to context and content</td>
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<td><strong>Gathering information on transition</strong></td>
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<td><strong>A: Shogren &amp; Plotner, 2012</strong></td>
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<td><strong>B: Test et al, 2005</strong></td>
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<td><strong>C: Kliwer, 2008</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>D: Carter et al., 2005b</strong></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings/ Handouts</td>
<td>Assignments</td>
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<tr>
<td>10</td>
<td>10-25</td>
<td>Collaborative teams and related services in general education contexts • Meaningful assessment; • Alternate assessment • PBS (FBA &amp; BIP) • Discrepancy analysis • Assistive technology devices and supports</td>
<td>WFC Ch 9; Smith-Bird &amp; Turnbull, 2005; Edyburn, 2003 Kagohara et al., 2013</td>
<td>Complete the general education settings inventory and General Education Curriculum inventory <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></td>
</tr>
<tr>
<td>11</td>
<td>11-1</td>
<td>Exam #2</td>
<td></td>
<td>CLASS READING FILE DUE</td>
</tr>
<tr>
<td>12</td>
<td>11-8</td>
<td>Identifying and blending this year's general education &amp; functional needs • Identifying locations for instructions • Developing short term objectives</td>
<td>WFC CH 6; Ryndak, Morrison, &amp; Sommerstein, 1999; Chung, Carter, &amp; Sisco, 2013; Hunt et al., 2003; Janney &amp; Snell, 1997 Stormont, Lewis, &amp; Smith, 2005</td>
<td>Complete the community inventory and peer inventory</td>
</tr>
<tr>
<td>13</td>
<td>11-15</td>
<td>Planning &amp; implementing instruction • Academics and data collection • Embedded instruction (Activity vs. skill instruction) &amp; ABA strategies • Instruction through simulation vs. natural settings • General case instruction; generalization; maintenance</td>
<td>WFC Ch 7; Johnson et al., 2004; Hudson et al., 2013 A: WFC Ch 8; Giangreco et al., 2001 B: WFC Ch 11; Giangreco et al., 1999 C: Minondo et al., 2001; Grisham-Brown et al, 2000 D: Ferguson et al., 1992; Steinbrenner &amp; Watson, 2015</td>
<td>Develop IEP Goals for Project</td>
</tr>
<tr>
<td>14</td>
<td>11-22</td>
<td>Positioning, handling, and assisted eating for students with physical needs</td>
<td>Sheppard, 2011</td>
<td>GROUP CASE STUDY DUE</td>
</tr>
<tr>
<td>15</td>
<td>11-29</td>
<td>Visit to Sidney Lanier (10 – 12)</td>
<td>Exam Review</td>
<td>Reflection #4 on your visit due by midnight the day of class</td>
</tr>
<tr>
<td>16</td>
<td>12-6</td>
<td>EXAM #3</td>
<td></td>
<td>CLASS READING FILE DUE</td>
</tr>
<tr>
<td>12-13</td>
<td>CULMINATING EXPERIENCE: LESSON PLAN PRESENTATION</td>
<td></td>
<td>PRESENTATION AND COURSE EVALUATION</td>
<td></td>
</tr>
</tbody>
</table>
References


Fisher, M., & Meyer, L. H. (2002). Development and social competence after two years for students enrolled in inclusive and self-contained educational programs. *Research and


Jorgensen, C. M. (Fall, 2005). The least dangerous assumption: A challenge to create a new paradigm. *Disability Solutions, 6*(3).


**Policies & Position Statements**


