

**University of North Texas at Dallas**  
**SPRING 2013**  
**SYLLABUS**

<b>EDSP 4350:</b>	
<b>Strategies to Support Diverse Learners in General Education (3 hrs)</b>	
<b>Department of Teacher Education and Administration Division of Education and Human Services</b>	
<b>Instructor Name:</b>	Larry C. Bryant, PhD
<b>Office Location:</b>	Building 1, Room 259
<b>Office Phone:</b>	972-338-1339
<b>Email Address:</b>	Larry.Bryant@unt.edu
<b>Twitter:</b>	larrycbryantphd
<b>Office Hours:</b>	Tuesday & Thursday 12PM – 4:30PM - By Appointment when necessary
<b>Virtual Office Hours:</b>	M – F; Emails will not be addressed during the weekend
<b>Classroom Location:</b>	Independent Study
<b>Class Meeting Days &amp; Times:</b>	As Needed
<b>Course Catalog Description:</b>	Examination of the roles of various professionals in the successful inclusion of students with disabilities in the general education classroom. Focus on consultation models, practices and principles with an emphasis on collaboration, cooperative learning, and inclusion. Provides an overview of assessment techniques applicable for all learners in the general education classroom. Prerequisite(s): EDSP 3210 or equivalent.
<b>Prerequisites:</b>	<b>EDSP 3210</b>
<b>Required Text:</b>	Salend, S.J. (2011). <i>Creating Inclusive Classrooms: Effective and Reflective Practices</i> (7 <sup>th</sup> Edition). Merrill Prentice Hall: Upper Saddle River, NJ.
<b>Course Materials:</b>	1, 1 inch 3 ring binder, scissors, tape, discarded print media
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhg.follett.com">1012mgr@fhg.follett.com</a>

<b>Student Success</b>	
<b>All Students</b>	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
<b>Some Students</b>	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
<b>Few Students</b>	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

**Theoretical Framework and Perspective:** This course is framed in a Social Justice Stance. The course goals and outcomes are approached through a critical theory lens. This lens is defined as developing consciousness of social justice issues around race, class, gender, ability, religion, economics, and any other aspect of being human within a civil society. Therefore, caring about reducing prejudice, broadening perspectives, learning from mistakes and successes of the past, and becoming aware of world interdependence and multiple causations are essential in this class.

**Course Goals:** Students will understand:

1. What factors contribute to the diversity in general education classrooms?
2. How is inclusion defined?
3. What is the impact of inclusion on students those who are typically developing and those who have disabilities?
4. What are strategies that assist in classroom management?
5. Why is collaboration an important component in creating an inclusive school environment?
6. What is RTI and who is responsible for implement RTI strategies?
7. How might teachers foster acceptance and cultural sensitivity?
8. How might teachers differentiate instruction for students?
9. How might teachers evaluate the academic performance of their students?
10. How can teachers improve the effectiveness of their inclusive classroom?

The competencies for this course are taken from: (1) *The Council of Exceptional Children Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculums*; (2) *Texas Educational Agency – Special Education Early Childhood – 12<sup>th</sup> grade Standards*; & (3) *The Interstate Teacher Assessment and Support Consortium*.

<b>Course Goals</b>	<b>TEA-SPED (EC-12)</b>	<b>CEC</b>	<b>INTASC</b>
1. What factors contribute to the diversity in general education classrooms	<b>I</b>	<b>I</b>	<b>I</b>
2. How is inclusion defined	<b>II</b>	<b>VI</b>	<b>I</b>
3. What is the impact of inclusion on students who are typically developing and those who have disabilities/	<b>IV</b>	<b>II</b>	<b>II</b>
4. What are strategies that assist in classroom management		<b>III, IV</b>	<b>III</b>
4. Why is collaboration an important component in creating an inclusive school environment		<b>V</b>	<b>III, IV</b>
5. What is RTI and who is responsible for implementing RTI strategies	<b>III</b>	<b>V</b>	<b>VI, X</b>
How might teachers foster acceptance and cultural sensitivity		<b>III</b>	<b>III, IV</b>
8. How might teachers differentiate instruction for students			
9. How might teachers evaluate the academic performance of students			
How can teachers improve the effectiveness of their inclusive classroom			
<p><b>Diversity/Multiculturalism:</b>            Students will be exposed to a diverse special education population. Meeting the needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course’s curriculum.</p>			

## Course Outline

This schedule is subject to change by the instructor. Any changes to the schedule will be communicated to students by the instructor via Blackboard.

### 7.0 Course Calendar

<b>Week#</b>	<b>Date</b>	<b>Module and Topic</b>	<b>Chapters</b>
1	January 14	1: Overview of Course	Chapters 1-3
2	January 21	Inclusion (Inclusion: Overview of Concept)	Chapters 1-3
3	January 28	Inclusion (Inclusion Principles)	Chapters 1-3
4	February 4	1: Inclusion (Universal Design)	Chapter 6
5	February 11	2: Classroom & Behavior Management (Positive Behavior Supports)	Chapter 7
6	February 18	2: Classroom & Behavior Management Functions of Behavior	Chapter 7
7	February 25	<b>2: Classroom &amp; Behavior Management</b>	
8	March 4	3: Communication Collaboration	Chapters 4
9	March 11	3: Communication Collaboration Fostering Acceptance	Chapter 5
10	March 18	3: Communication Collaboration Cultural Competence	Chapter 5
11	March 25	<b>4: Differentiated Instruction</b>	<b>Chapters 8-11</b>
12	April 1	4: Differentiated Instruction	Chapters 8-11
13	April 8	5: Assessment and Evaluation Response to Intervention	Chapter 12
14	April 15	<b>5: Assessment and Evaluation</b>	
15	April 22	5: Assessment and Evaluation Case Study/Final Activity	Chapter 12
	April 29	FINALS Week	

## COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

**Portfolio & Activities (350 Points):** Each student, using experiences from student teaching will develop a portfolio that exhibits your knowledge and understanding of diverse populations. Details of the activities are included in the syllabus.

**Overview of Special Education Services Report and Case Study (150 Points):** Each student must complete the Overview of Special Education Guide by interviewing appropriate administrators, counselors, special education personnel, teachers, etc.

**50 Points - Part 1: Special Education Services (10:00 PM)**

**100 Point - Part 2: Case Study (10:00 PM)**

**Whole Brain Notebook (100 Points):** The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactil. In completing the hemispheric connector, please use the formula provided in the example.

**Student Choice Activities (25 points each):** There are three opportunities which students can differentiate their own learning. Students can choose from the following choice activities:

1. Hear a guest speaker. See calendar for specific date, time and location.
2. Watch one of the preselected videos for the course.
3. Read one of the books for the selected module on reserve for EDSP 4350 from the Main Library at the Denton or Dallas campus. Books can be checked out for two days.

Students are required to complete a short report or survey regarding each choice activity. Surveys for guest speakers are due the week following the presentation.

**Diversity Resource Notebook (100 Points):** You will select the four diverse populations identified by NCLB (Ethnic Minorities, Students Identified as needing Special Education Services, Students of Low Social Economic Status, and English Language Learners) and organize a comprehensive resource notebook that may be used in your classroom. DRN must cover these diverse populations. The notebook may serve as a resource to you, other school professionals, your students and their families. Your Diversity Resource Notebook will include 5 sections; some sections have three parts (e.g., Organizations and Services, Web Resources). The notebook should be submitted as part of your course portfolio and be organized in a useful manner. Organization is key! Each section must have an introductory page including all pertinent information of the section. In conclusion, this Diversity Resource Notebook must include all the required information presented above as well as evidence of thoroughly examining the diverse population.

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### Grading Matrix:

Instrument	Total
SPED Report/Case Study	150
Student Choice Activities	75
Whole Brain Notebook	100
Portfolio & Activities	350
Disability Resource Notebook	100
<b>TOTAL</b>	<b>875</b>

### Grade Determination & Conversion:

A = 90 – 100% (787-875 Points)

B = 80 – 89 % (700-779 Points)

C = 70 – 79 % (612-691 Points)

D = 60 – 69 % (525-604 Points)

F = 59% or below (299-000 Points)

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### Final Grade Computation

Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**\*\*An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor's discretion.**

## **Professionalism, Punctuality, and Participation**

**Professionalism.** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

*Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.*

*The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.*

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

## UNIVERSITY POLICIES AND PROCEDURES

### STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

### ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

**\*\*Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

### Written Assignments:

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

### EXAM POLICY

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

### BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### ATTENDANCE AND PARTICIPATION POLICY

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in*

*all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Punctuality.** Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

**Important:** The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

**For every two (2) class sessions missed, your final grade for the course will be lowered one letter.** Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2<sup>nd</sup> class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

#### **DIVERSITY/TOLERANCE POLICY:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

#### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

#### **COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

#### **COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

## **JAGUARCONNECT MAIL**

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

## **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TEXES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

## **NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)**

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

## **TECHNOLOGY INTEGRATION POLICY**

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout

## Activity 1

Your task is to interview personnel from a local school district who are responsible for the implementation of inclusion. You should find out how schools are held accountable for complying with inclusion policies. You should complete a reflection on your findings. The interview questions could include:

- a. What students with disabilities are educated in general education classrooms?
- b. Who is responsible for coordinating the district's inclusion programs?
- c. What are the procedures to prepare students with disabilities for entry into general education classes?
- d. What are the procedures for preparing students without disabilities for the entry of students with disabilities into their classes?
- e. Does the district have procedures for establishing communication and consultation between educators and with families? If so, what are they?
- f. Does the district offer in-service training programs on inclusion related topics? If so, of what does the training consist?
- g. How does the district assess student progress in general education settings?
- h. What problems has the district encountered in implementing inclusion?
- i. What solutions has the district developed to address these problems?
- j. What system of accountability is in place to ensure that school districts are in compliance with inclusion policies? What are the consequences for noncompliance?

By replacing the term *handicapped* with the term *disabilities* in the IDEA, Congress recognized the importance of language. What do the terms *regular*, *normal*, and *special* imply? How do these terms affect the ways we view students with disabilities and the programs designed to meet their needs? Do these terms foster inclusion or segregation?

## Activity 2

1. Select a school's disciplinary policy. Using the policy as a basis, discuss the rules you would institute in their classrooms. Have them evaluate the rules with respect to the following: (a) Is the rule necessary to prevent harm to others or their property? (b) Does the rule promote the personal comfort of others? (c) Does the rule facilitate learning? (d) Does the rule encourage the development of friendships in the classroom? (e) Does the rule prevent disrespectful behavior directed at peers, the teacher, the teacher's aide, or others in school? (f) Is the rule logical and reasonable? (g) How will the rule affect the class? and (h) Is the rule consistent with the schoolwide rules and procedures students are expected to follow?
2. Ask the students to observe several individuals with whom they interact regularly. Have them identify the nonverbal communication strategies these individuals use when interacting with others. Ask the class to discuss their findings with respect to the following: (a) What nonverbal strategies did the individuals employ? and (b) Were these nonverbal behaviors congruent with the individuals' verbal statements?
3. Perform an FBA on one of your behaviors, such as studying or eating. How could you use the results to change your behavior?

**Competing Pathways**

**ABC Chart**

Antecedent	Behavior	Consequence

### Activity 3 – Communication

1. How would you describe your communication style? What communication skills do you use that support the success of teams? What communication skills would you like to improve?
2. Think about a situation in which you worked collaboratively with a team. How was the outcome affected by the collaboration? What problems and success did the team have in working collaboratively? How did the team resolve the problems?
3. Research indicates that family involvement in school declines significantly as students' age. Why do you think this is the case? What could you and schools do to counter this pattern?
4. What are some issues for which you would advocate for your students and their families? How could you advocate for your students and their families? What factors would affect your ability to advocate for them?
5. Given families' and students' right to confidentiality, what would you do in the following situations? Teachers are discussing students and their families during lunch in the teachers' lounge. You notice that the students' records in your school are kept in an unsupervised area.
6. What are the values and perspectives that make up your family's belief system? How do these beliefs affect your family's views, priorities, and decisions?
7. Think about several people you interact with regularly. How do their communication styles differ in terms of eye contact, wait time, word meanings, facial and physical gestures, voice quality, personal space, and physical contact? How do these differences affect you? How do you adjust your communication style to accommodate these differences?
8. What have been your experiences using technology to communicate with others and to engage in professional learning? What were the advantages and disadvantages? How do these systems affect the communications and the information shared? What skills do teachers, students, and family members need to use these systems effectively and efficiently?
9. Choose a book, television show, commercial, cartoon, stories in newspapers, and movies to examine how individuals with disabilities, women, and individuals from diverse cultural and linguistic backgrounds are portrayed, then report your findings. *See Attached Matrix*
10. In light of the national conversation surrounding Trayvon Martin and George Zimmerman, discuss: (a) situations in which you were a target of stereotyping; (b) factors that contributed to others engaging in stereotyping; (c) the outcomes of these situations; (d) situations in which you held stereotypic views about others; (e) the factors that contributed to individuals engaging in stereotyping; and (f) the outcomes of these situations.
11. Think about your personal demographics profile; meaning how your sociocultural identity markers and then how these markers may be interpreted by others. Now list your demographics profile and explain how your physical appearance, nonverbal communication, and presence come across to others.

### Social Media Matrix

	Individuals with Disabilities	Women	Individuals from Diverse Cultures	Individuals from Diverse Linguistic Backgrounds
Book				
Television Show				
Commercial				
Cartoon				
Newspaper Story				
Movie				

## **DIVERSITY RESOURCE NOTEBOOK FOR EACH DISABILITY INCLUDE**

1. Fact Sheet--A one to two-page fact sheet that describes the diverse population. You may create your own or use one developed by professional organizations or other sources. Be sure to include citations/references if you are using one you did not create.
  - a. one to two-page fact sheet that describes the diverse population
  - b. includes clear description of diverse population
  - c. includes characteristics of diverse population
  - d. included citations
  - e. organized and easy to follow
2. Organizations and Services—Review organizations and services that benefit students from diverse populations. Include a minimum of five organizations and services and provide a detailed description in the following areas: (a) local, (b) state and (c) national organizations that work on behalf of the students and their families. All notebooks should include the National Council that support the population as well as any Advocacy Agencies.
  - a. detailed description of local organizations
  - b. “extra” information elaborating on local organizations (e.g., WebPages, pamphlets, brochures)
  - c. detailed description of state organizations
  - d. “extra” information elaborating on state organizations (e.g., WebPages, pamphlets, brochures)
  - e. detailed description of national organizations
  - f. “extra” information elaborating on national organizations (e.g., WebPages, pamphlets, brochures)
  - g. Council for Exceptional Children ([www.cec.sped.org](http://www.cec.sped.org))
  - h. Advocacy Inc. ([www.advocacyinc.org](http://www.advocacyinc.org))
  - i. Organized and easy to follow
3. Evidenced Based Teaching Practices --Provide detailed evidenced based teaching practices specific to students of diverse population. For examples, students with learning disabilities, you might investigate suggestions on the LD online web page [http://www.ldonline.org/ld\\_indepth/teaching\\_techniques/strategies.html](http://www.ldonline.org/ld_indepth/teaching_techniques/strategies.html). A minimum of five evidenced based teaching practices are expected.
  - a. detailed teaching tips, minimum 5
  - b. included citations
  - c. organized and easy to follow
4. Assistive Technology—Include assistive technology that might be available to the group you have chosen. For example, students with special needs or visual impairments might make use of an eReader. List the device/software, where it can be obtained, and cost. You may include other information that might be useful to you.
  - a. detailed assistive technology, minimum 3
  - b. list the device/software, where it can be obtained, and cost
  - c. organized and easy to follow
5. Web Resources--Review the web and locate resources that benefit students with the disability you have chosen. Include a minimum of five resources with brief synopsis in each of the following areas: (a) teachers, (b) parents, and (c) students.
  - a. detailed description of web resources for teachers
  - b. “extra information elaborating on web resources for teachers (e.g., WebPages)
  - c. detailed description of web resources for parents
  - d. “extra information elaborating on web resources for parents (e.g., WebPages)
  - e. detailed description of web resources for students
  - f. “extra information elaborating on web resources for students (e.g., WebPages)
  - g. organized and easy to follow

6. Additional disability information as given to class.

7. Additional resources

All notebooks should include the Council for Exceptional Children ([www.cec.sped.org](http://www.cec.sped.org)), as well as Advocacy Inc. ([www.advocacyinc.org](http://www.advocacyinc.org)).

Bi-lingual information

Information for military families

Include a complete reference page