

**University of North Texas at Dallas  
Spring 2015  
SYLLABUS**

<b>EDSP 4360D-090: TRANSITION EDUCATION AND SERVICES FOR EXCEPTIONAL LEARNERS 3 HRS</b>	
<b>Division of Education and Human Services</b>	
<b>Instructor Name:</b>	Dr. Paulette C. Walter
<b>Office Location:</b>	Dal 1 #7300 via Judith Nix, Administrative Asst. to the Dean
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<b>Email Address:</b>	Paulette.Walter@untdallas.edu
<b>Office Hours:</b>	Thursdays 1 hour before class time or by appointment only.
<b>Classroom Location:</b>	DAL1 Room #236
<b>Class Meeting Days &amp; Times:</b>	Thursdays 5:30 PM to 8:20 PM
<b>Course Catalog Description:</b>	This course focuses on transition education and services for individuals with disabilities across the lifespan with emphasis on the post secondary years. It examines the theory, models, and practice of transition planning from school to community living, post-secondary education, and employment. Legislative history and practical application of skills such as transition assessment, IEP planning, job development, and job placements are also emphasized.
<b>Prerequisites:</b>	EDSP 3210, or equivalent, EDSP 3240 & 4320
<b>Required Text:</b>	Yell, Mitchell L. (2012). <i>The Law and Special Education</i> . (3 <sup>rd</sup> ed). Upper Saddle River, NJ: Pearson.
<b>Recommended text and References:</b>	Other required readings as assigned
<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>Course Goals or Overview:</b>	
Aligned with state and national standards, the goals of this course are as follows: exploring access issues related post school options; incorporating transition related issues throughout school curriculum: and developing skills in collaboration.	
<b>Student Learning Objectives/Outcomes</b>	
1	Demonstrate an understanding of the meaning of the term “transition” in special education literature.
2	Demonstrate knowledge of laws, history and procedures relating to the education of secondary level youth and adults with disabilities.
3	Demonstrate knowledge and concepts involved in assessing, placing, and educating secondary level youth with disabilities in a variety of settings
4	Develop and demonstrate methods of teaching secondary students with disabilities in a variety of domains, i.e. social/emotional, cognitive, behavioral, and vocational/career.
5	Demonstrate knowledge of a variety of community resources for secondary and postsecondary individuals with disabilities and their families in the North Texas region.

6	Describe specific issues relevant to the needs of the secondary level students with disabilities, including long range planning, and parent/family concerns.
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This course addresses the following *Council for Exceptional Children (CEC) Knowledge & Skill Base for All Beginning Special Education Transition Specialists*

**Special Education Standard #1: Foundations Transition Specialist Knowledge:**

- TS1K1 Theoretical and applied models of transition.
- TS1K2 Transition-related laws and policies.
- TS1K3 History of national transition initiatives.
- TS1K4 Research on relationships between individual outcomes and transition practices.
- TS1K5 Procedures and requirements for referring individuals to community service agencies.

**Skills:** None

**Special Education Standard #2: Development and Characteristics of Learners Transition Specialist Knowledge:**

- TS2K1 Implications of individual characteristics with respect to post-school outcomes and support needs.

**Skills:** None

**Special Education Standard #4: Instructional Strategies Transition Specialist Knowledge:**

- TS4K1 Methods for providing community-based education for individuals with exceptional learning needs.
- TS4K2 Methods for linking academic content to transition goals.
- TS4K3 Strategies for involving families and individuals with exceptional learning needs in transition planning and evaluation.

**Skills:**

- TS4S1 Arrange and evaluate instructional activities in relation to post-school goals.

**Special Education Standard #5: Learning Environments and Social Interactions Transition Specialist Knowledge:**

- TS5K1 School and post-school services available to specific populations of individuals with exceptional learning needs.

**Skills:**

- TS5S1 Identify and facilitate modifications within work and community environments.
- TS5S2 Use support systems to facilitate self-advocacy in transition planning.

**Special Education Standard #7: Instructional Planning Transition Specialist Knowledge:**

- TS7K1 Job seeking and job retention skills identified by employers as essential for Successful employment.
- TS7K2 Vocational education methods, models, and curricula.
- TS7K3 Range of post-school options within specific outcome areas.

**Skills:**

- TS7S1 Identify outcomes and instructional options specific to the community and the individual.
- TS7S2 Arrange and evaluate instructional activities in relation to post-school goals.
- TS7S3 Ensure the inclusion of transition-related goals in the educational program plan.

TS7S4 Develop post-school goals and objectives, using interests and preferences of the individual.

**Special Education Standard #8: Assessment Transition Specialist Knowledge:**

TS8K1 Formal and informal approaches for identifying students' interests and preferences related to educational experiences and post-school goals.

**Skills:**

- TS8S1 Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.
- TS8S2 Interpret results of career and vocational assessment for individuals, families, and professionals.
- TS8S3 Use a variety of formal and informal career, transition, and vocational assessment procedures.
- TS8S4 Evaluate and modify transition goals on an ongoing basis.
- TS8S5 Assess and develop natural support systems to facilitate transition to post-school environments.

**Special Education Standard #9: Professional and Ethical Practice Transition Specialist Knowledge:**

- TS9K1 Scope and role of transition specialist.
- TS9K2 Scope and role of agency personnel related to transition services.
- TS9K3 Organizations and publications relevant to the field of transition.

**Skills:**

- TS9S1 Show positive regard for the capacity and operating constraints of community Organizations involved in transition services.
- TS9S2 Participate in activities of professional organizations in the field of transition.

**Special Education Standard #10: Collaboration Transition Specialist**

**Knowledge:**

- TS10K1 Methods to increase transition service delivery through interagency agreements and collaborative funding.
- TS10K2 Transition planning strategies that facilitate input from team members.

**Skills:**

- TS10S1 Design and use procedures to evaluate and improve transition education and services in collaboration with team members.
- TS10S2 Provide information to families about transition education, services, support networks, and post-school options.
- TS10S3 Involve team members in establishing transition policy.
- TS10S4 Provide transition-focused technical assistance and professional development in collaboration with team members.
- TS10S5 Collaborate with transition-focused agencies.
- TS10S6 Develop interagency strategies to collect, share, and use student assessment data.
- TS10S7 Use strategies for resolving differences in collaborative relationships and interagency agreements.
- TS10S8 Assist teachers to identify educational program planning team members.
- TS10S9 Assure individual, family, and agency participation in transition planning and

implementation.

**Texas Special Education Standards**

- I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
- II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
- III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
- IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
- V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
- VI. The special education teacher understands and applies knowledge and procedures for planning instruction and managing teaching and learning environments.
- VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
- VIII. The special education teacher understands assistive technology as defined by state and federal regulations.
- IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
- X. The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
- XI. The special education teacher promotes students’ performance in English, language arts and reading.
- XII. The special education teacher promotes students’ performance in mathematics.

**COURSE OUTLINE:** (This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.)

**TENTATIVE COURSE SCHEDULE**

<b>DATE</b>	<b>Topic/Reading Assignments/Chapters</b>	<b>Your timeline and due dates</b>
<b>January 22</b>	<b>Intro to course and syllabus review, Transition defined and Quality of Life Issues</b>	Discuss syllabus, expectations, and assignments.
<b>January 29</b>	<b>Read Chapter 4 The History of the Law and Children with Disabilities</b>	
<b>February 5</b>	<b>Read Chapter 5 The Individuals with Disabilities Education Act</b>	
<b>February 12</b>	<b>Read Chapter 6 Section 504 of the Rehabilitation Act of 1973</b>	<b>Due: Journal Article Critique 1</b>

February 19	Read Chapter 7 The Americans with Disabilities Act (ADA)	
February 26	Read Chapter 8 No Child Left Behind Act	<b>Due: Educational Law Compare/Contrast Project</b>
March 5	Read Chapter 9 Free and Appropriate Public Education	
March 12	Read Chapter 10 Identification, Assessment, and Evaluation	<b>Due: Access Survey</b>
March 19	Spring Break – No class	
March 26	Read Chapter 11 Individualized Education Program	<b>Due: Journal Article Critique 2</b>
April 2	Read Chapter 12 Least Restrictive Environment	<b>Due: Transition Fair List/Letters</b>
April 9	Read Chapter 13 Procedural Safeguards	
April 16	Read Chapter 14 Disciplining Students with Disabilities & Additional Issues	
April 23	Read Chapter 15 Additional Issues	<b>Due: Transition Project Certificates</b>
April 30	Presentations	<b>Due: Community Agency Project/Presentations</b>
May 7	Presentations	<b>Due: Whole Brain Notebook</b>

### **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.

### **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 professional, 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 (including sleeping);
- making only positive comments and gestures directed toward others in the class.

*Note: please ensure that cell phones are either turned off or put on silent prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course. Texting during class is considered an unprofessional activity.*

*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.

**Student Professional Dispositions:** Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

## **Participation**

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. Presence on campus does not constitute attendance or participation in class.

## **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.

### **List of Assignments to Demonstrate Your Knowledge - Portfolio**

**Participation (150 Points):** You are expected to be present and fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. Each class is worth 8 points.

**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-tactile. In completing the hemispheric connector, please use the formula provided in the example.

**Accessibility Survey (100 Points):** This assignment will require you to survey your local community for accessibility for individuals with disabilities. In order to complete this assignment, you will select and survey **one location**. During your survey, you will consider accessibility issues for **two disabilities**. You will choose **one disability from a high incidence category** and **one from the low incidence categories**. See Accessibility Survey Guidelines and Grading Sheet on the Blackboard.

**Transition Project (100 Points):** You will need to create an account for this activity at

<http://transitioncoalition.org/transition/18-21/index.php>

Work the module by 1) completing the pretest, 2) reading the vignettes, discussing the prompts, saving your answers to the portfolio, and 3) submitting your answers. Finally, print the session and the module certificate.

There are 7 sections to this module. You must complete ALL 7 sections of the modules to receive the points for this activity.

Turn in a hard copy of worksheets and certificates.

### **Journal Article Critique: (2 @ 50 = 100 Points)**

Each student will complete two 1-2 page critiques of two different journal articles related to best instructional practices for students diagnosed with an emotional/behavioral disability or pre-approved by the instructor. Each critique must be from a different article. Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of “**Journal Critiques.**”

The journals must be primarily concerned with research studies of transition issues for individuals with exceptional educational needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2009. **Journal articles should be a minimum of three full pages of text.** A partial list of acceptable journals is provided in the syllabus. Articles selected must be approved by the professor.

### **Educational Law Compare/Contrast Project (100 Points)**

Compare and contrast aspects of IDEA (and reauthorizations), Section 504 of the Rehabilitation Act, and Americans with Disabilities Act such as eligibility, services and/or placement, accessibility, location, due process, etc. Prepare a presentation for training campus staff on the importance of compliance with these laws. Products must include a formal presentation, sign or circular to be available to staff.

**Due date—See course calendar. 100 points**

### **Community Agency Project (100 Points)**

**<http://nichcy.org/publications#lett> (choose the letter T)**

- 1) Create a fictitious person- provide their name, date of birth, grade, disability, etc.
- 2) Consider the strengths and weakness of the individual as well as his or her dreams, goals, and preferences. Decide what transition services they will need and when they need to be implemented.
- 3) Locate all available resources within your area (a minimum of 9)  
List the organizations and their organizational goals  
Provide names of contact persons, addresses, and phone numbers  
Interview a minimum of three of your resources to find out what they presently do for persons who are transitioning from high school  
What are the strategies they recommend to be used for transitioning
- 4) Discuss with your team any missing components or organizations  
What did you find out in your interviews? What do the organizations offer?  
List other organizations (perhaps outside of your local area) that may be able to fill in the gaps
- 5) Expected outcomes

Write a 3-5 page report on the information you found and provide a list of references on your reference page. Give a presentation on your student.

**Due date—See course calendar. 100 points**



**Transition Fair Participant List/Letters**

The Fall 2014 Transition class organized an extremely successful Transition Fair. This class will be responsible for developing a thank note for all participating agencies and schools and determining whether they would be interested in participating next in the Fall 2015 event. Develop a list to be given to the Fall 2015 EDSP 4360 class.

**Due date – See course calendar. 100 points**

**Extra Credit:**

Throughout this semester, **if** there are opportunities for extra credit, announcements will be made accordingly. You may earn up to 25 extra credit points this semester.

<b>Assignment</b>	<b>Points</b>
Presence, Professionalism, & Participation	150
Whole Brain Notebook	100
Accessibility Survey	100
Education Law Compare/Contrast Project	100
Transition Project	100
Journal Critiques	100
Community Agency Project	100
Transition Fair List of Participants/Letters	100
Extra Credit (25 points maximum)	-----
<b>TOTAL</b>	<b>850</b>

**Grade Determination:**

<b>GRADE</b>	<b>POINTS</b>
A.....	761-850 (90-100%)
B.....	676-760 (80-89%)
C.....	591-675 (70-79%)
D.....	506-590 (60-69%)
F.....	505 and below

**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.**

## 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 the elementary and middle school curriculum.

Whole Brain Notebook – Example

Chapter 's Name: The American Law  
Professional Language Vocabulary 1 of 14  
Date: Dec 04, 2004

**1. Vocabulary Concept or Term:**

Social Justice

**2. Definition:**

Social Justice is based on the concept of human rights and equality among various social classes in a society.

**3. Locate a visual graphic that represents the concept and it's definition (*see below*)**



**4. Evaluation: Describe how the visual graphic represents the vocabulary concept and it's definition:**

The image symbolizes the binding of all cultures and ethnicities under a common cause; the folded hands represents harmony and equality and that every human has the right to equal and just treatment.

## JOURNAL ARTICLE CRITIQUES

The purpose of this activity is to help you begin to use special education literature to find teaching techniques/strategies to meet the instructional and management needs of your students. You will complete two journal critiques related to a behavioral research study pre-approved by the instructor. The critiques will be submitted at various points throughout the course, so consult the Course Schedule for due dates.

Your response must be typewritten. Attach the article to the critique with a paper clip. Your task is as follows:

1. During this semester, select your journal article(s) (found in special education journals) that describes a **research study** addressing behavioral instruction or behavior management methods/procedures you could use to support students with the exceptionalities.
2. Format of the critiques will be as follows:
  - (a) **Cover page** in APA format

(b) **Summary of the article:**

\* 2 Paragraphs on what the author (s) did (e.g., purpose, **how the study was conducted**)

\* 2 Paragraphs on what was learned, findings, implications

Do not copy the article's abstract; create your own summary of the article.

(c) **Application:**

\* 2 Paragraphs of how you will apply what you learned to your current or future work, how will this information affect your teaching style

(c) **Conclusion:**

\*1 Paragraph that serves as an overall conclusion

(d) **Reference.**

Author(s) Last name, First initial. (Year). Article title (only first word & word after : capitalized). *Journal Name*, *Volume* (Number), page number(s).

**Example reference:**

Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic, and economic predictors. *Exceptional Children*, *70*(2), 185-199.

**APA Article Review**  
 Grading Rubric

**Total 50**

<b>Criteria</b>	<b>Unsatisfactory</b>	<b>Acceptable</b>	<b>Advanced</b>	<b>Score</b>
Title Page	Includes: 3 or fewer criteria	Includes: 4 out of 5 criteria	Includes: - Page Header - Running Head - Title - Name - Institutional Affiliation	5
Literature Review	Includes: 1 or fewer criteria	Includes: 2 out of 3 criteria	Includes: -2 Paragraphs on what the author (s) did (e.g., purpose, how the study was conducted) - 2 Paragraphs on what was learned - Article attached	15
Professional Application	Includes: Does not meet criteria	Includes: 1 out of 2 criteria	Includes: - 2 Paragraphs of how you will apply what you learned to your current or future work - 1 Paragraph that serves as an overall conclusion	10
APA Writing Style for Literature Review and Professional Application	Includes: 5 or fewer criteria	Includes: 6 out of 8 criteria	Includes: - APA (2011) writing conventions (this is not an exhaustive list) - Double Spaced - Punctuation - Paragraph Construction - Spelling - Active Voice - Parenthetical References - Use of “and “ and “ampersand” - Direct Quotes (optional) - Level Three Headings	10
Reference Page	Includes: 6 or fewer criteria	Includes: 8 out of 10 criteria	Includes: - “Reference” centered as a level 1 heading - APA (2011) writing conventions - Double Spaced - Hanging Indent - Date - Article Title - Electronic Version - Volume Number - Page Numbers - Punctuation	10

**ABBREVIATED LIST OF SPECIAL EDUCATION JOURNALS**

Career Development for Exceptional Individuals  
Exceptional Children  
Focus on Exceptional Children  
Gifted Children Quarterly  
International Journal of Disability Development and Education  
Intervention in School and Clinic (Academic Therapy)  
Journal of Learning Disabilities  
Journal of Special Education  
Mental Retardation and Developmental Disabilities  
Remedial and Special Education  
Behavioral Disorders  
Journal of Applied Behavior Analysis  
Journal of the Association of Persons with Severe Handicaps  
Learning Disability Research and Practice  
Behavior Change