# EDSP 370: Planning and Implementation of Individualized Plans for Special Education

**CRN: 20599  Section: 01**

**Semester Taught:** Spring 2019

**Professor:** Dr. Nancy G. Burton

**Credit Hours:** 3 hours

**Office Location:** Admin 104B

**Prerequisites:  EDSP 303: Introduction to Special Education**
**EDSP 318: Assessment in Special Education**

**Office Hours: MWR 10:00 – NOON**

**Course Time:** Wednesday 1:15-3:45 PM

**Email:** ngburton@concord.edu

**Building and Room Number:** Admin 100

**Phone:** 304-384-5273

**Office Fax:** 304-384-5273

**College/Department Website:** https://www.concord.edu/education

**Course Management System:**  The course will be delivered as a face-to-face course with the use of Blackboard to enhance learning experiences.

**Hardware/Software Needed:** Microsoft Word is required for all assignments submitted on Blackboard

**Prerequisites:** EDSP 303: Introduction to Special Education and EDSP 318: Assessment in Special Education

**Text requirements:**

Burton, N.G. (2018). *Creating Effective IEPs: A Guide to Developing, Writing, and Implementing Plans for Teachers.* SAGE Publications: Thousand Oaks, California.

WV Policy 2419: Regulations for the Education of Students with Exceptionalities. (2017). WVDE: Office of Special Education.

Special Education Process Forms with Instructions. (2017). WVDE: Office of Special Education

**Course Description/Rationale:**

Individualized planning is intended to be carefully designed so that plans reflect what an individual student knows and can do as well as what the student must know and do to successfully progress through the educational system.  To that end, this course will prepare candidates in the effective development of pre-referral interventions, initiating the referral process, determining eligibility, writing present levels of academic achievement and functional performance (PLAAPFs), preparing annual goals, developing

Dr. Nancy G. Burton, *EDSP 370: Planning and Implementation of the IEP/ITP/BIP*

individualized transition plans (ITP), individualized family service plans (IFSP), individualized education plans (IEP) and overseeing the implementation of such plans.

<p style="color:red; text-align:center;">**A 25-hour field placement in a special education environment (self-contained/inclusive general education classroom) is required.**</p>

**Concord University Educational Goal(s)**

**Skills:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
   listening and speaking
   reading and writing
   graphic communication
   media and technology literacy
2. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
5. An ability to learn and work effectively both independently and collaboratively.

**Knowledge:** Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

6. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
7. An awareness of the fundamental characteristics and properties of the physical universe.
8. An ability to interpret events and trends within historical contexts.
9. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

**Attitudes:** Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by:

10. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
11. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
12. Motivation to pursue lifelong learning and ongoing intellectual growth.

**Learning Outcomes and National Standards**:

Upon successful completion of this course, each student will achieve the following course objectives:

| Course Objectives | Standards Addressed | | | | |
|---|---|---|---|---|---|
| | CEC | WVPTS | ISTE | PRAXIS 5543 | PLT 5622/5624 |
| Discuss the relationship between special education and legislation. | 1, 6 | 1 | | 5 | |
| Identify and discuss significant philosophical and historical aspects of special education. | 3 | 1 | | 5 | |
| Explain the special education process from pre-referral through placement. | 1, 4 | 1 | | 5 | 1 |
| Explain the process of tiered instruction by identifying the components of Response-to-Intervention (RTI) and Support for Personalized Learning (SPL) as they apply to special education. | | | | 4 | |
| Prepare pre-referral interventions to address specific, identified individual needs. | 1, 4 | 1 | | 5 | 1 |
| Define the roles of the Eligibility Committee (EC) and the Individual Education Plan Committee (IEPC) members. | 1, 6, 7 | 2 | | 5 | |
| Identify and define the roles of the members of the multi-disciplinary evaluation team (MDET). | 4 | 1 | 7b, 7c | 4 | |
| Discuss formal and informal assessment in academic and nonacademic areas and how information is used for identification and to plan for individual needs. | 4 | 1 | | 4 | 3 |
| Demonstrate an understanding of multiple service delivery models. | 3, 5, 7 | 1, 2 | 4a | 3 | 1 |
| Identify and explain the components of an Individual Education Plan (IEP), Individual Family Service Plan (IFSP), and Transition Plans as they relate to special education. | 1, 6, 7 | 1, 2 | 7c | 3 | 2, 3 |
| Recognize and describe student strengths and needs as they apply to BOTH pre-referral interventions AND the construction of present levels of academic achievement and functional performance (PLAAFP). | 1, 5 | 1, 2, 3 | | 2 | 2, 3 |
| Demonstrate the ability to write appropriate PLAAPFs. | 1, 5 | 1 | | | |
| Demonstrate the ability to write appropriate annual and/or short term goals and objectives. | 1, 5 | 1 | | | |
| Describe effective communication strategies with parents from diverse backgrounds and professionals from other disciplines and the community. | 1, 2, 7 | 4 | 3a, 3d | 2 | 1, 2 |
| Discuss issues involved in communicating and collaborating with regular education teachers and administrators in the partial or total regular education setting. | 1, 3, 5, 6, 7 | 4 | 4a, 4d | | 4 |

| | | | | | |
|---|---|---|---|---|---|
| Differentiate the nature, etiology, and characteristics among the fourteen identified exceptionalities. | 1 | 3 | | 1, 3 | 1, 2 |
| Develop a variety of instructional modifications that address individual student needs including, but not limited to: Universal Design for Learning, Universal Instructional Design, Learning Styles, and Multiple Intelligences. | 2, 3, 7 | 3 | 4a, 4c | 3 | 1, 2 |
| Demonstrate an understanding of Section 504 of the Rehabilitation Act of 1973. | 1 | 1 | | 5 | |
| Demonstrate knowledge of the development of the Individual Transition Plan (ITP) as part of the IEP process. | 1, 5, 7 | 1 | | 1, 5 | |
| Demonstrate the ability to monitor the implementation of an IEP. | 5 | 1, 3 | | | |
| Assist in the implementation of an IEP by designing differentiated instruction in the special education/inclusive general education environment. | 3, 5, 7 | 4 | | 4, 5 | 2 |

**Course Requirements:**

All assignments will be submitted electronically through blackboard and submitted on the due date by midnight.  Blackboard will also be used for online instruction (dates are assigned on course schedule).  Be aware that emails from the instructor will be through the Concord email addresses.  A list serve for each class has been developed through blackboard so that all class members can be contacted easily.  It is your responsibility, therefore, to both know your Concord email and Blackboard email and to check it on a regular basis.

Many of the assignments for this course require the use of the Internet and a word processor.  You will need access to both.  Computer labs and library computers are available to you at specified times.  If you do not have a computer of your own, please take note of those times and plan accordingly.  Your assignments will be submitted electronically, you must have either a floppy or CD to which you can save copies of your work as backup in the event that something "cyber" occurs!  **NOTE:  You must use MS Word for all work submitted electronically.  Additional information regarding the use of technology will be provided during class meetings.**

<u>**LiveText**</u>

"An active LiveText account is a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences".

You can purchase your account online with a credit or debit card at www.livetext.com. Purchase the Field Experience Edition. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so <u>you only</u>

need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

## COURSE GRADING SYSTEM

| Grade | Percentage |
|-------|-----------|
| A | 100-90% |
| B | 89-80% |
| C | 79-70% |
| D | 69-60% |
| F | Below 60% |

Due to the nature of the coursework you will be completing, a grade of "incomplete" will be reserved for extreme circumstances. No incomplete will be given without a conference with the course professor to determine the justification of the incomplete, the conditions of the incomplete, and the subsequent removal of the incomplete.

**\*Students must receive a minimum grade of "C" in the class to complete the requirements of the Teacher Education Program.**

# COURSE TIMELINE

| Week | Class Date | Course Topics | Readings | Learning Activities | Assessment | Due Date |
|------|-----------|---------------|----------|---------------------|------------|----------|
| 1 | 1/16 | Special education and significant legislation<br><br>Philosophical and historical aspects of special education | Chapter 1 Supplemental Reading | Matrix – Significant Legislation | Completed Matrix | 1/16 |
| 2 | 1/23 | Components and functions of IFSP<br>Components and functions of IEP<br>Pre-referral process<br>Tiered Instruction (RTI/SPL) | Chapter 2 Supplemental Reading WV Policies | IFSP/IEP Assignment<br><br>Summary: RTI/SPL components<br><br>Pre-referral Intervention planning | Interactive PowerPoint Presentation: IFSP/IEP<br><br>Pre-Referral Intervention Plan | 1/23 |
| 3 | 1/30 | Identifying individual student strengths and needs<br>Constructing PLAAPFs | Policy 2419 | Writing PLAAFPs | Completed PLAAFPs | |
| 4 | 2/6 | Disabilities: etiologies, characteristics, and educational approaches | Policy 2419 Supplemental Reading | Disability Assignment | Disability Matrix Pamphlet/Brochure | |
| 5 | 2/13 | Participants in referral/assessment/IEP processes | Chapter 3 Supplemental Reading<br><br>Policy 2419 | | | |

Dr. Nancy G. Burton, *EDSP 370: Planning and Implementation of the IEP/ITP/BIP*

| 6 | 2/20 | The Multidisciplinary Evaluation Team | Policy 2419 | Graphic Representation of MDET | | |
|---|---|---|---|---|---|---|
| 7 | 2/27 | The IEP Team<br>The IEP Process | Policy 2419 | | | |
| 8, 9, 10 | 3/6<br>3/20<br>3/27 | Formal/Informal Assessments for Identification<br><br>Writing appropriate PLAAFPs<br><br>Writing appropriate annual/short term goals and objectives | Supplemental Reading<br><br>Policy 2419<br>Supplemental Reading<br><br>PACER Center (online resource) | Writing Measurable Annual Goals<br><br>Writing Annual Goals from PLAAFPs | Written goals and PLAAFPs | |
| 11 | 4/3 | Universal Design for Learning | Chapter 5<br>Supplemental Reading | Universal Design for Learning – Lesson Design Activity | Completed Lesson Plans | |
| 12 | 4/10 | Individualized Transition Plan (ITP)<br>Community Agencies/Resources | Chapter 4<br>Policy 2419 | Preparing Postsecondary Goals and Transition Plan<br><br>Resource Guide for Transition Services | Written goals and ITP<br><br><br>Completed Resource Guide | |
| 13, 14 | 4/17 | Effective communication strategies<br>Section 504 of the Rehabilitation Act of 1973<br>Implementing the IEP<br>Designing instruction driven by IEP goals/objectives<br>Differentiating instruction | Chapters 2 and 5<br>Supplemental Reading | Communicating with Parents<br><br>Collaborative Planning Activities<br><br>Co-Teaching Lesson Planning Activity<br><br>Differentiating Instruction – Lesson Planning Activity | Working with Parents<br><br>Collaborative Planning<br><br>Co-Teaching | |

Dr. Nancy G. Burton, *EDSP 370: Planning and Implementation of the IEP/ITP/BIP*

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) Students are allowed 2 free absences. After the 2nd absence, the student's grade will be lowered by 10%. The grade will be lowered by 10% for EACH additional absence past the allowed 2 free absences.

**Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus

emergency, call 304-384-5357 or 911.  The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

## Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

> University Closure
> No students or employees are to report.
>
> Classes Cancelled
> Students do NOT report BUT employees are expected to report to work at their normal time.
>
> Operating on an Inclement Weather Delay
> Under this schedule, all 8 a.m. classes will start at 10 a.m.  Students and faculty will follow the Inclement Weather Schedule.  (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)
>
> *Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

## Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

## Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus.  You may also e-mail cuhelpdesk@concord.edu.

## Miscellaneous:

## Academic Resources:

**The Academic Success Center works with students individually to help achieve their academic, personal and career goals. They work in collaboration with each student to develop good study skills and to enhance academic success**

Academic Success Center http://hub.concord.edu/academicsuccess/node/1

*"The Academic Success Center (ASC) at Concord University is a place for students to come for help--whether it is assistance with coursework, advising, financial aid, or another reason. We're here to help! In fact, we LOVE to help students."*

<p align="center"><strong style="color:red">Syllabus Disclaimer:  "This syllabus is subject to change based on the needs of the class.  Please check it regularly."</strong></p>

Dr. Nancy G. Burton, *EDSP 370: Planning and Implementation of the IEP/ITP/BIP*