Department of Rehabilitation Psychology & Special Education
University of Wisconsin – Madison

RP & SE 466: Diversity in Special Education (3 credits)
Fall, 2019

Instructors

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TA office hours: by appointment
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Class meeting time: Mondays, 4:30-7:00 pm
Location: 1185 Grainger Hall

**Course description:** Introductory overview of special education for culturally and linguistically diverse learners with disabilities.

**Instructional mode:** This course meets weekly in person.

**How credit hours are met:** This class meets for one 150-minute class period each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 6 hours outside of our regular class meeting time for every class period. More information about expectations for student work associated with this course is provided in other sections of this syllabus.

**Requisites:** Must have taken RP & SE 300: Individuals with Disabilities.

**Course designations and attributes:** This course is required for the undergraduate special education major. The course does not fulfill any general education requirements and is not repeatable for credit.

**Required text:**
Course learning outcomes
This course provides an overview of the context and unique considerations for providing special education services to culturally and linguistically diverse learners and their families. Upon completion of this course, class members will be able to do the following:

1) Describe the diversity of students who receive special education services, including trends over time;
2) Identify deficit orientations toward diversity, culture and disability that limit youths' opportunities to learn;
3) Construct IEP goals that take students’ cultural background and linguistic characteristics into account;
4) Identify ongoing professional and personal development goals that will increase your ability to be responsive to a diversity of learners with disabilities and their families as a future teacher.

Canvas course url: http://www.canvas.wisc.edu
Choose “RP&SE 466: Diversity in Special Education (001)” from your dashboard. This will bring you to the course home page.

Grading:
Graduate students enrolled in the course will have an additional assignment. Final grades will be calculated as a percentage of the total points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>AB</td>
<td>88-92%</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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TOTAL = 400 pts.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>9/9</td>
<td>Introductions, syllabus review; Who receives special education?</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td>2</td>
<td>9/16</td>
<td>Framing special education from multiple perspectives</td>
<td>Harry &amp; Klingner, 2014: Ch. 1-2 Lalvani, 2015</td>
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<td>3</td>
<td>09/23</td>
<td>Disproportionality in special education – contrasting views</td>
<td>Harry &amp; Klingner, 2014: Ch. 3-6 Morgan et al., 2015 Skiba, Artiles, Kozleski, &amp; Harry, 2016</td>
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<td>Infographic 3 possible topics due</td>
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<td>4</td>
<td>9/30</td>
<td>Underrepresentation of students of color with disabilities/differences in rates and ages for referral for specific disability categories</td>
<td>Pearson, 2015</td>
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<tr>
<td>5</td>
<td>10/7</td>
<td>Suspensions and expulsions: Addressing disproportional disciplinary practices</td>
<td>Martinez, McMahon, &amp; Treger, 2016 Out of school &amp; off track</td>
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<tr>
<td></td>
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<td>Outline of research paper with at least three sources cited due</td>
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<tr>
<td>6</td>
<td>10/14</td>
<td>Overrepresentation of students with disabilities in highly restrictive settings; Disproportionate use of seclusion and restraint</td>
<td>Black Girls Matter: Pushed Out, Overpoliced and Underprotected</td>
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<td>One of the following three additional readings will be assigned:</td>
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<td>• Preschool Suspensions: Addressing Disproportional Discipline Practices</td>
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<td></td>
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<td>• Seclusion &amp; Restraints in Wisconsin’s Public Schools</td>
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<td>• Seclusion &amp; Restraint Surges in Madison</td>
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<td>7</td>
<td>10/21</td>
<td>White privilege in education Design Lab guest presenter at 6:00</td>
<td>Harry &amp; Klingner, 2014: Ch 8-10 Collins, 2018 (Teaching Tolerance)</td>
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<td></td>
<td></td>
<td>Research paper due</td>
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### Course Assignments:

1) **Weekly reading reflections** (10 points x 13 weeks = 130 points total)
   Each student will write a reading reflection based on the assigned course reading every week. Reflections are due to Canvas *before* every class session. Students are expected to answer the

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Readings</th>
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<tbody>
<tr>
<td>10/28</td>
<td><strong>WACTE</strong> A consideration of educators</td>
<td>Lalvani &amp; Broderick, 2015&lt;br&gt;Crowley, 2016&lt;br&gt;&lt;br&gt;<strong>Final Infographics due</strong></td>
</tr>
<tr>
<td>11/4</td>
<td>Providing culturally competent and responsive special education</td>
<td>Hoover &amp; Patton, Ch. 1-4&lt;br&gt;&lt;br&gt;<strong>Draft Infographic due</strong>&lt;br&gt;&lt;br&gt;<strong>Class check in: Access to IEPs?</strong></td>
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<td>11/11</td>
<td><strong>Veteran’s day</strong> Considering culture in IEP and lesson construction</td>
<td>Hoover &amp; Patton, Ch. 5-7&lt;br&gt;&lt;br&gt;<strong>Final Infographic due</strong></td>
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<td>11/18</td>
<td>Special education for English learners</td>
<td>Harry &amp; Klingner, 2014: Ch. 7&lt;br&gt;Hoover &amp; Patton, Ch. 10</td>
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<td>11/25</td>
<td>Intersectionality: Disability / race / gender</td>
<td>Watch Kimberlé Crenshaw video&lt;br&gt;link on Canvas&lt;br&gt;Cavendish, Artiles, &amp; Harry, 2014</td>
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<td>12/2</td>
<td>Educating indigenous youth</td>
<td>Bergstrom, 2003&lt;br&gt;Teuer, 2012&lt;br&gt;&lt;br&gt;<strong>Typed original IEPs due</strong></td>
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<td>12/9</td>
<td>Special education in other cultures and Wrap Up</td>
<td>Ravindran &amp; Myers, 2012&lt;br&gt;Harry &amp; Klingner, 2014: Ch. 11 (required) and Ch. 12 (optional)</td>
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<td>12/16</td>
<td><strong>Finals week</strong></td>
<td><strong>Personal and professional goals due</strong></td>
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**Commented [KR1]:** I added Chap. 11 as required reading and then the conclusion as optional (these were the readings taken from week 8 – I think 11 is a great chapter, and then if they want to read the conclusion that would be good, but optional.
prompts provided on Canvas and come to class prepared to discuss the reading. These reflections are a way to ensure a complete and thorough reading of the text/articles and a way to prepare for the weekly discussions during class. Feedback to reading reflections will be provided on Canvas.

2) Participation (5 points x 14 weeks = 70 points)
Student participation is essential to the success of the course. Points will be awarded by self-evaluation for class participation at the end of each class meeting. Being fully prepared for class by completing all reading assignments and actively engaging in class meetings are the critical elements of exemplary participation.

3) Research Paper and Infographic (100 points)
Students will nominate three topics related to diversity in special education that they would like to learn more about (due before class on 9/23). Topics can be an extension of those covered in the course, or other related topics (e.g., the experiences of girls who are labeled with an EBD). Once potential topics are approved by the instructor, students will individually complete research, write a 3-4 page APA-style paper on the topic, produce an infographic that summarizes key information from the research, and present their infographic with a video component to Canvas. Additional details for this assignment will be provided separately, but please keep the following dates in mind:

- **9/23**: Three topics due to Canvas before class
- **10/7**: Outline of paper with at least three sources cited due to Canvas before class
- **10/21**: Final paper due to Canvas before class
- **11/4**: Draft of infographic due to Canvas before class
- **11/25**: Final infographic and video presentation due to Canvas before class

Detailed description of the Research Paper and Infographic assignment will be provided separately.

4) Culturally Responsive IEP (70 points) This assignment is comprised of two sub-assignments, each described below.

Original IEP documents and Parent responses (20 points) – Due before class on Dec. 2
Each class member will work with an educator in their field placement site to obtain copies of Individualized Education program (IEP) goals and descriptions of present level of performance (“PLOP”) for two learners with disabilities. Class members will re-type at least one PLOP statement and two IEP goals for each of the two learners, inserting pseudonyms for person and school names. If you do not have access to original IEP documents in your field placement site by November 4, we will provide you with mock IEPs to use in place of actual, original IEP documents.

Class members will also create simulated parent responses to questions from Hoover & Patton, p. 90. Those questions include:

a) What are your child’s greatest academic strengths? Social strengths?

b) What are your child’s interests?
c) What do you see as your child’s greatest academic challenge? Social challenge? Behavioral challenge?

d) How does your child react to frustration?

e) What skills do you think would be the most beneficial for your child to focus on during school?

f) What do you value most for your child during daily school participation?

g) What goals beyond formal schooling do you have for your child?

Typed copies of the original PLOP statements and IEP Goals, along with simulated parental input, are due to Canvas before class on 12/2.

Annotated, culturally responsive IEP (50 points) – Due before class on Dec. 9

Relying on suggestions included in Hoover & Patton (chapters 5-7), each class member will annotate and enhance the original PLOP statements and IEP goals for both learners. The annotated, enhanced documents should include more explicit consideration of the learners’ cultural and linguistic identities and parental input than the original documents. Class members should provide at least 5 annotations per IEP, for a total of at least 10 annotations across the documents. Annotations should be made using the Note feature of Word and should include explanations of each enhancement that you made and how those enhancements reflect cultural responsiveness. Annotations can also be used to draw attention to elements of the original IEP that already reflected cultural responsiveness with an explanation of how that is reflected.

Enhanced, annotated PLOP statements and IEP goals are due to Canvas before class on 12/9.

5) Personal and professional goals (30 points)

Each class member will draft three goals for themselves to facilitate continued learning and professional growth that could eventually benefit the wide diversity of students who receive special education services or those perceived by others as having disabilities.

Submit to Canvas:

a) Goals (1-3)

b) Explanation of how each goal could benefit students with disabilities in the future. We encourage use of citations in the explanation - to clearly demonstrate how pursuit of each goal is informed by content covered during the semester.

c) 2-3 short-term objectives for each goal written in SMART form.

d) Reference list for works cited.

Due to Canvas by 8:00 pm on Dec. 16

Accommodations: We will make every effort to make the class content and activities fully accessible to all students. If you have a documented disability or any other circumstance that you think requires an accommodation in this course, please contact me as soon as possible.

UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and
UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform instructors of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. As your instructor, I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Religious observances: Students who miss course activities while electing to participate in religious activities will be allowed to make up missed work, provided that they inform me of such obligations via email in advance.

Plagiarism and Academic Integrity:
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/

While we certainly do not anticipate encountering plagiarism in this class, we would like to draw attention to the issue in order to prevent unintentional instances from taking place. In general, plagiarism means presenting someone else's words or ideas as if they are your own. Specifically, copying text from an Internet site or simply paraphrasing without proper credit are examples of plagiarism. If you are at any time unsure of whether or not a particular piece of your own work might be considered plagiarism, please check with the instructor or the TA for guidance. Also, the following website provides information that might be helpful: http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

UW-Madison Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/

Student Support Services:
| McBurney Disability Resource Center | www.mcburney.wisc.edu/ |
Teacher Education Standards:
This course addresses the following UW-Madison Teacher Education Knowledge and Performance Standards as well as the following professional (Council for Exceptional Children) initial special educator standards:

UW-Madison Teacher Education Knowledge Standards
1.3. Teachers' assumptions about learners should be identified and challenged, acknowledging how the interactions among learners' and teachers' culture, language, backgrounds, and ability levels affect the learning environment and each learner's learning success.
2.1. How to combine knowledge of learners and their families and communities; learning environments; content areas and pedagogy; and assessment data to plan developmentally appropriate and challenging instruction that meets rigorous short and long range goals and standards.
   ▪ Knowledge of learners includes learners' prior knowledge and experiences, interests, cultural and linguistic diversity, strengths, and needs.
5.1. Cultural and linguistic considerations related to communication and family engagement.

UW-Madison Teacher Education Performance Standards
3.2. Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs.
5.4. Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.

Council for Exceptional Children National Standards for Teacher Education Standard 3—Individual Learning Differences Knowledge & Skills
▪ Effects an exceptional condition(s) can have on an individual's life
▪ Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
▪ Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, families, and schooling
▪ Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
▪ Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
See the CEC Standards here: https://www.cec.sped.org/Standards