EPSY 5800.700 – Special Topics: Special Learners
Summer 2019 (5W1)

Course Instructor: Pamela Peak, Ph.D.
Matthews Hall 322H
940-565-4192 (office)
Office Hours: variable

Required Reading:

*International Special Education*

*Multicultural Special Education & Perspectives and Serving Diverse Students*

*Voices: Families, Parents, Teachers*
Inclusion


UN Convention of the Rights of Persons with Disabilities: http://www.un.org/disabilities/convention/conventionfull.shtml - review website and bring an interesting component to share

Policy


Additional readings may be available on Canvas

Course Description

Special Topics: Special Topics is an upper level undergraduate and graduate level study abroad course intended to examine individuals with special needs in the United States and abroad. Students will gain a better understanding of the unique physical, cognitive and behavioral needs of all types of exceptional learners. Effective educational practices, analysis of available resources for exceptional learners and their families and topics related to the parent-professional collaboration process will be examined.

Course Objectives

After completing this course, students will be able to:

- Define current educational terminology and definitions of individuals with disabilities.
- Identify issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
- Appreciate a continuum of placement and services, including alternative programs available for individuals with disabilities.
- Respect the culture, gender, and personal beliefs of individual students and families.
- Use knowledge of the unique characteristics and needs of students at different developmental levels to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- Communicate and collaborate appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.
excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

- Seek community resources to assist in programming with individuals with special needs.
- Communicate and collaborate appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.

**Course Requirements**

1. Preparation and presence in class is required. Students are expected to attend class on time and participate fully whether in US or abroad. All assignments must be completed to receive a passing grade in the course.

2. Students are expected to keep up with the readings and participate in both class discussions and workshop presentations/activities. In addition to the readings listed in the syllabus, there may be additional readings assigned that will be posted on Canvas. Students earning graduate level course credit will be taking a leadership role in the activities. For example, students will be assigned and initiate in-class discussions or spearhead our study abroad blog.

3. **In Class Discussions/Guest Lectures:** Students will read and annotate a variety of articles. Students must engage actively with the article content by highlighting text and including written comments, examples, scenarios, questions, and more in the margins. Discussions will be highly engaging and account for 9% of your grade. Timeliness is expected. See evaluation rubric.

4. **Travel Journal:** Students will respond to eight journal entries, each a minimum of 500 words. During the weeks abroad, students will be required to complete various journal entries specific to the topics and experiences. Posts might also include answers to questions posed by the instructor in addition to personal reflections of course readings, in-class experiences, or other experiences. The travel journal will be worth 16% of your final grade. See evaluation rubric.

5. **Inclusive Philosophy Statement:** This will be your own personal statement of inclusion as you understand and will implement it in the near future. You will actively connect concepts to educational theory and ethical guidelines to inform your pedagogy. This process will result in a philosophy of inclusion that is genuine and individualized as it relates to an inclusive community based on diversity of race, ethnicity, language, abilities, sexuality, religion, political views, among others. Consider the following guiding questions:

   **My Ideas about inclusion:**
   - What is inclusion?
   - How should disability be handled in/by society
   - How should students with disabilities be treated in schools, colleges, and the workplace?
   - What should the education of students with disabilities look like? If not in the special education field, what should intervention with individuals with disabilities look like in my field of specialization?
What ethical considerations must I face as a special educator? If not in the special education field, what ethical considerations must I face as a practitioner in my field with regard to individuals with disabilities?

Include a rationale for your ideas. Consider linking to an educational theory and/or ethical guidelines to inform your pedagogy. This should be an honest description of your ideas at this moment in time.

Ideas about my role in inclusion:

- Who are the students I serve? Will I serve students with disabilities?
- How can I meet the unique needs of students (and those with disabilities) within the context of my school and classroom?
- What are some barriers to inclusion?

APA style formatting (e.g., cover page, pagination, headings), grammar, and spelling is required. Support inclusive philosophy statement with research. Remember that this is an ongoing and reflective process that is shaped through time and will be discussed often in class. The inclusive philosophy statement will be worth 10% of your final grade. See evaluation rubric.

6. Inclusive Philosophy Statement Revision: This will be a revision of your inclusive philosophy turned in at the beginning of the class. Use track changes and integrate the knowledge and experiences abroad to revise your inclusive philosophy. Consider observations in school settings and day programs, relevant community settings, shadows/interviews of persons who interact with individuals with disabilities, interviews/conversations with parents/siblings of and/or persons with disabilities, and relevant informational presentation, etc. The inclusive philosophy statement revision will be worth 10% of your final grade. See evaluation rubric.

7. Group Report on Accessibility: Working in small groups of 3, students will investigate one of the following and address all cities visited during the program:

- accessible environments in the community (e.g., museums, theaters, markets)
- accessible employment - interviews with businesses (e.g., hotels, grocery stores, banks)
- accessible transportation (e.g., trains, buses, light rails, taxis, planes, boats/ferries)
- accessible leisure activities (e.g., restaurants, sporting events, botanical gardens, beaches, water activities)
- examples of diversity in the community (e.g., examples of culture, language, religion, sexual orientation, etc.)

Students will use examples, pictures, measurements, and other artifacts and report findings to the class in an informational 12-15 minute presentation. The group report on accessibility will be worth 10% of your final grade. See evaluation rubric.
8. **Perceptions - Disabilities**: Working in small groups of 3, students will compile material on different cultures’ perceptions on disability and report findings to the class in an informational 12-15 minute presentation. The perceptions-disabilities project will be worth 10% of your final grade. See evaluation rubric.

- Indigenous/Aboriginal Australian culture
  - Latin American culture (one specific country)
  - Latin American culture (another specific country)

- Maori/Indigenous Polynesian New Zealand culture
  - Native American culture
  - Asian culture

- Indigenous/Aboriginal Australian culture
  - Euro-American culture
  - Middle Eastern culture

- Maori/Indigenous Polynesian New Zealand culture
  - Native South American culture
  - African American culture

- Choose 3 Religions: Christianity, Gnosticism, Islam, Judaism, Buddhism, Hinduism, Muslim

8. **Special Learners Activities Abroad**: The emphasis of this course will be placed on participating fully in activities related to individuals with special needs while abroad. Students are expected to participate in all activities with timeliness, vigor, enthusiasm, professionalism and excellence. These activities will be worth 35% of your final grade. See evaluation rubric.

**Course Evaluation**

In short, all assignment must be completed fully and submitted. Final grades will be based on:

- In-Class Discussions/Guest Lectures 9 points
- Travel Journal 16 points
- Inclusion Philosophy Statement 10 points
- Inclusion Philosophy Statement Revision 10 points
- Group Report on Accessibility 10 points
- Perceptions - Disabilities 10 points
- Special Learners Activities Abroad 35 points

**Academic Integrity and Professional Conduct**

It is the expected that students will conform to the University of North Texas Code of Student Conduct and Discipline as outlined in the undergraduate and graduate catalogs and online through the Center for Students Rights and Responsibilities. These state in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. All transgressions will
be treated most seriously and in accordance with the recommendations of the policy as published.

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for coming to class, maintaining class notes, completing given assignments and being on time. Early is on time, on time is late, and late is unacceptable!” — Eric Jerome Dickey, *Sleeping with Strangers*

**Conduct While Abroad**

Please visit the Study Abroad Office website at https://studyabroad.unt.edu/index.cfm?FuseAction=PublicDocuments.View&File_ID=27153 for more information on the required documents needed for international travel. All travel related to this course and the college is a direct reflection of the university. Students are expected to conduct themselves in a professional and mature manner while attending classes at UNT and also while abroad.

**Dress Code**

As professionals working with individuals with special needs, we are to dress workwise, prevent disruption, and minimize safety hazards. Clothing should be free of graphic art (e.g., offensive or obscene symbols, songs, slogans, or words degrading any gender, cultural, religious or ethnic values), and language or symbols oriented toward violence, sex, drugs, alcohol or tobacco. Refrain from bare midriffs, halter tops, tank tops, sheer or see-through blouses, spaghetti straps or shorts or skirts at or above fingertips when arms are at your side. Refrain from tight or revealing clothing or clothing that allows underwear to be exposed. Please consider wearing dress pants or khaki pants at your natural waistline. These should be free of tatters, frays or holes. Wear collared shirts or jackets. The final decision in determining appropriate dress and appearance shall rest with the course instructor.

**Special Circumstances**

The Department of Educational Psychology cooperates with the Office of Disability Accommodations to make reasonable accommodations for qualified students with disabilities, as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Any students who feels that s/he may need an accommodations because of a disability (e.g., learning disabilities, attention deficit disorder, psychological, physical), please provide the request in writing to the instructor before leaving the United States.

**People First Language**

People first language is a movement to eradicate the idea that a person is his/her disability. People first language is when you put a person before an attribute. For example, in people first language, one could say the child with autism, but not the autistic child. A person is more than a disability, or any one attribute. Additionally, the word “retarded” has been removed from both medical language and law language. The correct term is now intellectual disability. Practicing such language to be as respectful as possible to students with disabilities and their families is highly recommended. The instructor wishes to see and hear students using people first language in class and on assignments to maintain professionalism and respect for others. Thinking of students positively and as whole people, not defined by a disability or specific attribute is also great practice, so the instructor may provide feedback on written assignments or in class conversations as to how to state ideas using people first language. We will discuss this more in class.
For more literature on the people first language movement, and the campaign to stop the use of the “R” word please take a look at the links below.

*People First Language:* [http://www.disabilityisnatural.com/explore/people-first-language](http://www.disabilityisnatural.com/explore/people-first-language)


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**EDSP 4900/EPSY 5800 – Special Topics: Special Learners**

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<thead>
<tr>
<th>Wednesday, June 5</th>
<th>Depart DFW</th>
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<table>
<thead>
<tr>
<th>Friday, June 7</th>
<th>Day 1: Wellington</th>
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<tbody>
<tr>
<td>Group flight arrives in Wellington</td>
<td>Welcome to New Zealand!</td>
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<tr>
<td>Depart for accommodation by coach</td>
<td>Check-in to accommodation</td>
</tr>
<tr>
<td>6:00 PM</td>
<td>Group dinner</td>
</tr>
<tr>
<td>10:00 PM</td>
<td>Assignments due on or before midnight</td>
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<tr>
<td>- Travel journal entries 1-2</td>
<td>- Inclusion Philosophy Statement</td>
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<tr>
<th>Saturday, June 8</th>
<th>Day 2: Wellington</th>
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<tr>
<td>9:00 AM - 1:00 PM</td>
<td>Class Session – International Special Education Symposium</td>
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<tr>
<td>In collaboration with Victoria University, students will listen to a variety of guest lectures and presentations of current research specific to students with disabilities and their families.</td>
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<tr>
<td>1:00PM – 2:15PM</td>
<td>Welcome and orientation</td>
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<td>Welcome and Orientation led by Mary Ogburn from AUIP</td>
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<tr>
<td>Class Session 9:15-9:45: Dave Pringle will provide information on Maori language and culture. Students will begin learning and preparing a Maori mihi for Mahinawa Specialist Schools.</td>
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<tr>
<td>2:30 PM</td>
<td>Free afternoon and dinner on your own</td>
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<tr>
<th>Sunday, June 9</th>
<th>Day 3: Wellington</th>
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<tr>
<td>9:00 AM - 12:30 PM</td>
<td>Class Sessions – Introduction, investigation of accessibility and discussion on international special education</td>
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<tr>
<td>Class Session 9:00-10:00 Dr. Peak will lead group to local markets and interact with the local community members.</td>
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<tr>
<td>Class Session 10:00-10:30 Dave Pringle will lead discussion on Maori education. Students will continue to practice Maori mihi.</td>
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<td>Class Session 10:30-11:00: Dr. Peak will provide a course overview, lead discussion, and administer pre-survey. Academic Engagement: Classroom instruction will cover class details for the upcoming week including transportation, hostel accommodations, and meal planning. Syllabus and assignment expectations will be discussed. Due dates for each assignment will be emphasized, to help you manage time effectively and plan for academic field excursions in an organized manner. Emphasis will be placed on encouraging...</td>
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students to explore the special education aspect of Wellington and relating to their projects.

Class Session 11:00-11:30 Dave Pringle will lead discussion on Maori language and culture. Students will continue to practice Maori mihi.

Class Session 11:30-12:00: Class assignments will require site visits and research support. You can use this class session to meet with and organize project groups.

12:00 PM - 1:25 PM  Lunch on your own
1:30 PM - 4:30 PM  Walking Tour of Wellington Landmarks
- Parliament Buildings and Beehive
- Old St Pauls' Church, the original wooden Anglican church built in 1866
- Historic Wellington Railway station
- Wellington waterfront and art pieces
- Te Papa Museum of NZ
- Cuba St Bohemian quarter
- Lambton Quay Golden mile

Class Session 1:30 - 4:30pm: Ground field trip begins – led by local guide, John Barry. Includes physical orientation of city and on-foot tour of prominent Wellington landmarks. During and after tour, UNT instructor will supplement the city orientation and local history with information on the current state of special education in New Zealand and impact of special schools versus inclusion. Academic Engagement: On-site visits by foot. Perspective is Wellington city history and orientation, with supplemental information on both historical and contemporary special education in New Zealand.

6:00 PM - 7:00 PM  Dinner on your own

Monday, June 10  Day 4: Wellington

7:00 AM  Breakfast on your own
8:15 AM  Depart accommodation by coach
9:00 AM - 3:00 PM  Class Session - Mahinawa Specialist School
You will reflect on and begin developing an appreciation for a continuum of placement and services, including alternative programs available for individuals with disabilities. Through observations at this school, you will develop perceptions including an understanding and respect for the culture, gender, and personal beliefs of individual students and families. Academic Engagement: The School will provide an orientation and introduction to faculty and the facility. You will learn about the school’s mission, curriculum and schedule. Then, you will work directly with students with special needs in a variety of settings (e.g., secondary college, separate special school, outreach service, and satellite classes), collaborating with faculty on ideas for preparing upcoming teaching opportunities.

3:00 PM – 3:45 PM  Class Session: Discussion on multicultural special education
Dr. Peak will lead reflection and discussion on events at Mahinawa Specialist School. Academic Engagement: Discussion will focus on multicultural special education based on readings by Asher (2007), Chapman (2007), and Moswela & Mukhopadhyay (2011).
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3:45 PM</td>
<td>Depart by coach</td>
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<tr>
<td>6:00 PM - 7:00 PM</td>
<td>Dinner on your own</td>
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**Tuesday, June 11**  
**Day 5: Wellington**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast on your own</td>
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<tr>
<td>8:15 AM</td>
<td>Depart accommodation by coach</td>
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<tr>
<td>9:00 AM - 3:00 PM</td>
<td>Class Session - Mahinawa Specialist School</td>
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<td></td>
<td>You will use your knowledge of the unique characteristics and needs of students at different developmental levels. Furthermore, you will continue developing an appreciation for a continuum of placement and services, including alternative programs available for individuals with disabilities. Academic Engagement: Today, you will work directly with students with special needs in a variety of settings (e.g., secondary college, separate special school, outreach service, and satellite classes) teaching their planned activities and collaborating with school faculty to provide an environment of learning for all students.</td>
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<tr>
<td>3:00 PM – 3:45 PM</td>
<td>Class Session: Discussion on the voices of families, parents and teachers</td>
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<td>Dr. Peak will lead reflection and discussion on events at Mahinawa Specialist School. Academic Engagement: Discussion will center on the voices of families, parents and teachers by focusing on the readings by Ferguson P. P. (2002), and Jegatheesan, B., Miller, P. J., &amp; Fowler, S. A. (2010).</td>
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<tr>
<td>3:45 PM</td>
<td>Depart by coach</td>
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<tr>
<td>6:00 PM - 7:00 PM</td>
<td>Dinner on your own</td>
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**Wednesday, June 12**  
**Day 6: Wellington**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast on your own</td>
</tr>
<tr>
<td>8:15 AM</td>
<td>Depart accommodation by coach</td>
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<tr>
<td>9:00 AM - 3:00 PM</td>
<td>Class Session - Mahinawa Specialist School</td>
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<td></td>
<td>You will use your knowledge of the unique characteristics and needs of students at different developmental levels and continue collaborating with school faculty to establish a classroom climate that fosters learning. Academic Engagement: You will work directly with students with special needs in a variety of settings (e.g., secondary college, separate special school, outreach service, and satellite classes) teaching their planned activities. You will collaborate with school faculty providing an environment of learning for all students.</td>
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<tr>
<td>3:00 PM – 3:45 PM</td>
<td>Class Session - Discussion on international special education</td>
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<td></td>
<td>Dr. Peak will lead reflection and discussion on events at Mahinawa Specialist School. Academic Engagement: Dr. Peak will lead reflection and discussion on events at Mahinawa Specialist School. Academic Engagement: Discussion will center on international special education focusing on readings by Alquraini, T. (2011); Campbell, A. &amp; Uren, M. (2011); Obiakor, F. E. &amp; Tabugbo Offor, M. (2011) and Bailey &amp; Betts (2009).</td>
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<tr>
<td>4:00 PM</td>
<td>Afternoon tea with staff</td>
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<tr>
<td>4:30 PM</td>
<td>Depart by coach</td>
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<tr>
<td>6:00 PM - 7:00 PM</td>
<td>Dinner on your own</td>
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**Thursday, June 13**  
**Day 7: Wellington to Kaikoura**

- Breakfast on your own
- Check-out of accommodation
- Depart accommodation for the airport/Interislander ferry by coach
- Group flight/ferry from Wellington to Christchurch
- Travel: Christchurch to Kaikoura (approximately 3 hours)
- Check-in to accommodation

**4:00 PM - 6:00 PM**  
**Class Session**

Class Session 4:00-5:00 You will need to seek community resources to assist in programming with individuals with special needs. Academic Engagement: Specifically, you will investigate offices, parks, health care facilities, schools, or any other public spaces ensuring each is built to meet the needs of all of the people who will use the space. Other sources of information that should provide accessibility to people with disabilities are web pages, brochures, and other information. You will use this information when completing your Group Report on Accessibility.

Class Session: 5:00-6:00 You will consider the Maori culture and how this culture is similar to and different from other cultures paying specific attention to individuals with special needs. Locate community resources to assist in programming with individuals with special needs. Academic Engagement: You will collaborate in small groups and begin compiling information about Maori culture and another culture determining different cultures’ perceptions on disability for your Perceptions - Disabilities project.

**Friday, June 14**  
**Day 8: Kaikoura**

- Breakfast on your own
- Depart accommodation by coach
- **Maori Tours cultural experience**
  
  Your guides will teach you about Maori customs and traditions and share stories handed down from their ancestors. After learning a Maori greeting and weaving harakeke (flax), you will stop for light refreshments and then travel to one of Kaikoura’s native forests, where you will learn how Maori use native plants as food and medicine. Please dress appropriately for the weather conditions and wear good walking shoes. Sunscreen, sunglasses, and a sunhat are advisable.

Class Session 9:30-1:30 Ground field trip begins led by Maori Tours. Guides will teach about Maori customs and traditions and share stories handed down from their ancestors. Academic Engagement: Use this opportunity to ask questions about the Maori culture and reflect on how this culture is similar to and different from other cultures. You will use this information when completing your Perceptions - Disabilities project.

- Free afternoon with lunch on your own
- Please complete your homework assignments, and begin outlining final projects.
- Dinner on your own

**Saturday, June 15**  
**Day 9: Kaikoura**
9:30-11:30  Class Session 9:30-11:30 You will consider the Maori culture and how this culture is similar to and different from other cultures paying specific attention to individuals with special needs. Locate community resources to assist in programming with individuals with special needs. Academic Engagement: You will collaborate in small groups and begin compiling information about Maori culture and another culture determining different cultures’ perceptions on disability for your Perceptions - Disabilities project.

12:00 PM  **Free afternoon with lunch on your own**
Please complete your homework assignments, and begin outlining final projects.

6:00 PM - 7:00 PM  **Dinner on your own**

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<thead>
<tr>
<th>Sunday, June 16</th>
<th>Day 10: Kaikoura to Christchurch</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast on your own</td>
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<tr>
<td>8:30 AM</td>
<td>Check-out of accommodation</td>
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<tr>
<td>9:00 AM</td>
<td>Travel: Kaikoura to Christchurch (approximately 3 hours) Use this time on coach to work on and ask questions about your final projects.</td>
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<tr>
<td>12:00 PM</td>
<td>Lunch and visit to Willowbank Wildlife Reserve</td>
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<tr>
<td>4:30 PM</td>
<td>Check-in to accommodation</td>
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<tr>
<td>5:00 PM</td>
<td>Dinner on your own</td>
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<tr>
<th>Monday, June 18</th>
<th>Day 11: Christchurch</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast on your own</td>
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<tr>
<td>8:30 AM</td>
<td>Depart accommodation by coach</td>
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<tr>
<td>9:00 AM - 11:30 AM</td>
<td><strong>Class Session - Chris Ruth Centre Trust</strong> You will use their knowledge of the unique characteristics and needs of students at different developmental levels. Collaborate with faculty to establish a climate that fosters collaboration and acceptance. Academic Engagement: Specifically, you will work directly with persons twenty-one years and older with very high needs disabilities. It has only been in recent years that individuals with both physical and intellectual disabilities have had the option of accessing mainstream education. The center was established to help these young people integrate into society once they leave school.</td>
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<td>11:30 AM – 12:00 PM</td>
<td><strong>Class Session</strong> Guest lecture with Marilyn Paston.</td>
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<tr>
<td>12:00 PM</td>
<td>Depart by coach</td>
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<tr>
<td>12:30 PM - 2:00 PM</td>
<td><strong>Lunch on your own</strong></td>
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<tr>
<td>2:00 PM - 4:30 PM</td>
<td><strong>Class Session to work on projects</strong> Your assignments will require site visits and research support. Use this class time to write papers, conduct site visits, do research and write in your journals.</td>
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<tr>
<td>6:00 PM - 7:00 PM</td>
<td><strong>Dinner on your own</strong></td>
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<tr>
<th>Tuesday, June 18</th>
<th>Day 12: Christchurch</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Breakfast on your own</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Walking tour of Christchurch with Dave Pringle</td>
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<tr>
<td>11:30 PM</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Depart accommodation by coach</td>
</tr>
<tr>
<td>1:00 PM – 1:45 PM</td>
<td>Tour TBD</td>
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<tr>
<td>1:45 PM</td>
<td>Depart by coach</td>
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2:00 PM - 3:00 PM  Guest Lecture - Dr. Laurie McLay. Post-Graduate Diploma in Specialist Teaching
Dr. McLay coordinates the Post-Graduate Diploma in Specialist Teaching at the University of Canterbury

3:00 PM  Assignments due
- Perceptions – Disabilities Projects

3:00 PM – 4:30 PM  Class Session: Group Presentations
Dr. Peak will reflect with students on events at Chris Ruth Centre Trust and facilitate group presentations. Academic Engagement: You will share your projects at this time: Group Presentation on Perceptions – Disabilities.

4:30 PM  Depart by coach

6:00 PM - 7:00 PM  Dinner on your own

Wednesday, June 19  Day 13: Christchurch
9:00 AM – 12:00 PM  Class Session to work on projects
Use this time to seek community resources to assist in programming with individuals with special needs. Academic Engagement: Specifically, you will investigate offices, parks, health care facilities, schools, or any other public spaces ensuring each is built to meet the needs of all of the people who will use the space. Other sources of information that should provide accessibility to people with disabilities are web pages, brochures, and other information. You will use this information when completing your Group Report on Accessibility.

12:30 PM - 5:00 PM  Free afternoon with lunch on your own

6:00 PM  Farewell New Zealand group dinner

Thursday, June 20  Day 14: Christchurch to Sydney
Check-out of accommodation
Depart for airport by coach
Group flight departs Christchurch and arrives in Sydney
Depart for accommodation by coach
Welcome to Australia!
Check-in to accommodation

12:00 PM - 5:00 PM  Free time and class session to work on projects
Your assignments will require site visits and research support. You can use this class time to write papers, visit sites, do research and write in your journals.

6:00 PM - 7:00 PM  Dinner on your own

Friday, June 21  Day 15: Sydney
7:00 AM  Sydney Central YHA light breakfast

7:30 AM  Depart accommodation by public transport

8:30 AM - 2:30 PM  Class Session - Wairoa School
You will reflect on and begin developing an appreciation for a continuum of placement and services, including alternative programs available for individuals with disabilities. Through observations at this school, you will develop perceptions including an understanding of respect the culture, gender, and personal beliefs of individual students and families. Academic Engagement: Specifically, you will learn how paraprofessionals are utilized in these classrooms
of six students, how portfolios are used to demonstrate individual student progress and how families are supported through the Eastern Sydney Developmental Disability Team. Furthermore, you will learn about closing the achievement gap for Aboriginal students and developing strategies to provide unique leadership opportunities for these students. Visit classrooms and participate in daily activities alongside school faculty.

2:30 PM - 3:15 PM  **Class Session: Discussion regarding the inclusion of individuals with special needs**

Dr. Peak will lead reflection and discussion on events at Wairoa School. Academic Engagement: Discussion regarding the inclusion of students with disabilities including those with diverse characteristics, backgrounds, and needs will begin. Readings by Charema, J. (2010); Oreshkinda, M. (2009); and UN Convention of the Rights of Persons with Disabilities (be prepared to share artifact from UN website)

6:00 PM - 7:00 PM  **Dinner on your own**

10:00 PM  **Assignments due on/or before midnight**

- Travel journal entries 5-6

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**Saturday, June 22**

**Day 16: Sydney**

8:00 AM  **Free day**

All meals are on your own today

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**Sunday, June 23**

**Day 17: Sydney**

8:00 AM  **Free day**

All meals are on your own today

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**Monday, June 24**

**Day 18: Sydney**

7:00 AM  **Breakfast on your own**

7:30 AM  **Depart accommodation by public transport**

8:30 AM - 2:30 PM  **Class Session - Wairoa School**

You will reflect on and begin developing an appreciation for a continuum of placement and services, including alternative programs available for individuals with disabilities. Through observations at this school, you will develop perceptions including an understanding of respect the culture, gender, and personal beliefs of individual students and families. Academic Engagement: First, you will have an orientation to the school and introduction to faculty and will learn about the school’s mission, curriculum and schedule. Then, you will be introduced to educational programming for students with moderate to severe intellectual disabilities who may also have additional support needs related to autism, physical disabilities and/or sensory disabilities. You will visit classrooms and participate in daily activities alongside school faculty.

2:30 PM – 3:15 PM  **Class Session: Discussion regarding inclusion of exceptional learners**

Dr. Peak will lead reflection and discussion on events at Wairoa School. Academic Engagement: Discussion regarding the inclusion of students with disabilities including those with diverse characteristics, backgrounds, and needs will continue.

6:00 PM - 7:00 PM  **Dinner on your own**

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**Tuesday, June 25**

**Day 19: Sydney**

7:00 AM  **Breakfast on your own**
7:45 AM Depart accommodation by public transport

9:30 AM - 2:30 PM Class Session - Royal Institute for Deaf and Blind Children North Rocks Campus
You will reflect on and begin developing an appreciation for a continuum of placement and services, including alternative programs available for individuals with disabilities. Through observations at this school, you will develop perceptions including an understanding of respect the culture, gender, and personal beliefs of individual students and families. Academic Engagement: Specifically, you will observe high quality services to children with sensory impairments and learn about effective evidence-based practices used with these students with visual and/or auditory disabilities. You will learn about their family-centered education and how teachers/therapists work collaboratively with families to develop and implement individual programs for each child. Furthermore, you will gain an understanding of assessment processes, Jim Patrick Audiology Centre, Integrated SCIC Cochlear Implant Program, lending library with child and parent resources and Preschool Support for children attending inclusive settings.

2:30 PM - 3:15 PM Class Session: Discussion regarding special education policy
Dr. Peak will lead reflection and discussion on events at RIDBC. Academic Engagement: Discussion regarding special education policy associated with individuals with disabilities will begin. Readings by Aspland, T., Datta, P., & Talukdar, J. (2012) and Berhanu, G. (2010) will be the focus.

6:00 PM - 7:00 PM Dinner on your own

Wednesday, June 26 Day 20: Sydney

7:00 AM Breakfast on your own

7:45 AM Depart accommodation by public transport

9:30 AM - 2:00 PM Class Session: Royal Institute for Deaf and Blind Children North Rocks Campus
You will reflect on and begin developing an appreciation for a continuum of placement and services, including alternative programs available for individuals with disabilities. Through observations at this school, you will develop perceptions including an understanding of respect the culture, gender, and personal beliefs of individual students and families. Academic Engagement: Specifically, you will observe high quality services to children with sensory impairments and learn about effective evidence-based practices used with these students with visual and/or auditory disabilities. You will learn about their family-centered education and how teachers/therapists work collaboratively with families to develop and implement individual programs for each child. Furthermore, you will learn about assessment processes, Jim Patrick Audiology Centre, Integrated SCIC Cochlear Implant Program, lending library with child and parent resources and Preschool Support for children attending inclusive settings.

2:00 PM Assignment due
- Group Report on Accessibility

2:00 PM - 3:15 PM Class Session: Group Presentations
Dr. Peak will lead reflection and discussion on events at RIDBC. Academic Engagement: You will present your projects during this session: Group Report on Accessibility.

6:00 PM - 7:00 PM Dinner on your own

Thursday, June 27 Day 21: Sydney
8:00 AM  Breakfast on your own

9:30 AM - 10:30 AM  Guest Lecture – Dr. Cathy Little
- Policy and Practice in the education of students with a disability
  (Disability Standards for Education 2005 and 2015 Review
- Who are students with additional learning needs and what are their options in
  accessing education in New South Wales
- Support for students using the Australian Curriculum
  (http://www.australiancurriculum.edu.au/studentdiversity/students-with-
  disability)

Dr. Little is currently a full-time Lecturer in Special Education in the Sydney
School of Education & Social Work at the University of Sydney. Her particular
areas of interest and research lie in the areas of Autism Spectrum Disorder, High
Support Needs and Positive Behavior Support. She currently lectures at both
undergraduate and postgraduate levels, as well as supervising a number of
research students. She is a core member of the Social and Educational
Participation and Engagement Research Network (SEPERN) that provides a
supportive research culture for work around marginalised children and youth. Dr.
Little maintains a strong contact with several schools in Western Sydney as a
consultant for the support of students with ASD and challenging behaviors.

10:30 AM - 11:30 AM  Class Session: Wrap up
- Describe departure details for tomorrow
- Administer post survey
- Complete AUIP evaluation forms
- Return Opal cards and sign-off on form
- Travel Journal (entries 7-8) due by midnight
- Final Inclusion Philosophy Statement Revision due by Friday, July 6 at
  midnight. Upload two versions to BBL assignment dropbox: clean final version
  AND edited with Track Changes version

11:30 AM - 12:30 PM  Lunch on your own
12:30 PM  Free afternoon
6:00 PM - 7:00 PM  Farewell group dinner
10:00 PM  Assignments due on/or before midnight
- Travel journal entries 7-8
- Revised Inclusion Philosophy Statement (Due by Friday, June 29 at midnight.
  Upload two versions to BBL assignment dropbox: clean final version AND edited
  with Track Changes version)

Friday, June 28  Day 22: Sydney to USA

  Check-out of accommodation
  Depart for airport by coach
  Breakfast on your own
  Flight Departs

We hope you have thoroughly enjoyed your program. Farewell and safe travels!