

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

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***COURSE SYLLABUS***

**Course: EDSP 510**

**Course Title: Overview of Special Education**

**Term:** January 6, 2014 to February 5, 2014

**Days/Times:** Mon & Wed 5:30-9:30

# Class Location: Larsen Hall, 123

**Faculty: Dr. Susan Porter**

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**Office Hours:** Tu & Th 3:00-5:00

**Catalog Course Description**

Content includes (1) an overview of the characteristics, identification, and educational needs of special populations, (2) social, familial, biological, historical, cultural, economic, political, and legal contexts in which special education occurs, (3) characteristics of effective programs, and (4) an introduction to assessments and procedures used for referring students and determining special education eligibility. This course includes a service learning experience.

**Course Goals**

1. Identify and discuss **general typical characteristics & classification of students with exceptional needs** including those from mentally impaired, learning disabled, attention deficit hyperactivity disordered, physically impaired, other health impaired, emotionally/behaviorally disordered, gifted and talented, visually impaired, hearing impaired, communication disordered (TPE 8; Program Standard 11; M/M Standard 1).
2. Describe and explain some of the ethical standards, professional practices related to the provisions of services to individuals with disabilities and their families. (TPE 12)
3. Examine professional perspectives of educational policies, and existing and emergent practices in relations to fundamental issues, theories, and **research (especially Evidence-Based Instruction)** in education. (TPE 12).
4. Describe some curriculum examples of Evidence-Based Instruction and Practices for teaching **learning strategies** that are appropriate for individuals with special needs. (TPE 9; Program Standard 13; M/M Standard 3).
5. Actively participate in “academic discourse” (during class discussions and interactions) and in “the learning community” of this course in order to demonstrate the relationship between intellectual development and academic dialogue (TPE 13).
6. Apply and transfer information from our text, presentations, experiences from coursework and early fieldwork experience (Signature Assignment), and discussions to specific scenarios involving students with disabilities (TPE 13)

**Required Readings**

Hunt, N. & Marshall, K. (2012). *Exceptional Children & Youth (5th ed.)*. Belmont, CA: Wadsworth Cengage.

California Standards for the Teaching Profession (CSTP, 2009) and the Council for Exceptional Children Professional Code of Ethics: [http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/CEC\_Code\_of\_Ethics\_for\_Educators\_of\_Persons\_with\_Exceptionalities.htm](http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ethicspracticestandards/cec_code_of_ethics_for_educators_of_persons_with_exceptionalities.htm)

Hehir, T., (2007). Confronting ableism. Educational Leadership, 64 (5). 8-14

**Recommended Readings**

Hacker, D. (2009). *A pocket style manual*. Boston, MA: Bedford Books of St. Martin’s Press.

Sánchez, M., Parker, C. Akbayin, B., McTigue, A. (2010). *Processes and challenges in identifying learning disabilities among students who are English language learners in three New York State districts: A summary.* Institute Of Education Sciences (IES) under Contract ED-06-CO-0025 by Regional Educational Laboratory Northeast and Islands administered by Education Development Center, Inc. (This article will be present with Chapter 4—see calendar.)

**Assessment of Learning**

### 1. Class Activity and Homework (Participation):

Active participation is valued and expected, as is respect for colleagues, speakers and the instructor. Please arrive on time and be prepared for each class session by having completed the assigned reading and any activity assigned from the previous class. Class activity points will include answering when called upon, participating in small group and class discussions, in-class writings, chats, reading/voting responses, etc. and can only be earned during class time.

At every class meeting, we will have educational activities that are intended to help you grasp the course content and intended learning outcomes. In addition, it is hoped that the “educational activities” will not just engage you with the course content, but also provide the opportunity for you to reflect on the issues and concepts, and interact and response with your classmates. (See course objective # 5.) This time will also help prepare you for the exams and the Signature Assignment. **As educators and adults, a significant portion of learning will be experience through dialogue.** Therefore, it is important to make every effort not be to absent. You need to arrive on time and stay for the entire class. **Please note that class activity points cannot be made up.** Thus, if you have to be absent more than once, your final grade may be affected.

(Each class worth 6 Points for a total of 60 Points)

### 2. Two Examinations

There will be two in-class midterms and a comprehensive final. The exams will cover material from the reading, presentations, videos, guest speakers, and class activities. The exams will give you the opportunity to demonstrate in a professional format your grasp of the course leaning outcomes (or objectives) number one through four, and number five. For all exams, “open book and open notes” are allowed. For the final, once you receive your questions, you will type-up and print your answers (in APA format), and bring them to the final class.

(The midterm is worth 40 points. The final is worth 60 points. All together, the tests equal 100 points.)

**3. IEP Matrix**

For this assignment, you will need to get a copy of a blank IEP/ITP or ISTP from a local school district or SELPA. Based upon your course readings and discussions regarding laws and policies that affect special education programs and practices, you will investigate each section to discover which parts relate to key pieces of legislation, court rulings, and policy trends that have shaped special education programs and services for students with disabilities. A sample entry is provided for you on the Moodle course website. You may use this template, or create your own matrix or graphic for this assignment.

(Worth 25 Points)

**4. IRIS Center Activities**

Students will complete the following IRIS Center activities throughout the courser. These activities are located on the IRIS Center website: <http://iris.peabody.vanderbilt.edu>/ and are affiliated with Vanderbilt University:

a). **Classroom Diversity: An Introduction to Student Differences***—IRIS Module*. Students will complete this module prior to the second session of class in preparation for the lecture and write a brief response paper following the in-class activity.

b). **Self-Determination: Supporting Successful Transition (Bremer, Kachgal, & Schoeller, 2003)—***IRIS Information Brief.* Candidates will read and respond to the following prompt, citing the above article to support their written response: Describe two examples of teacher or school policies/practices that might impede the development of self-determination among students with disabilities. Describe two policies or practices would likely support the development of self-determination among students with disabilities.

c). **Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement--***IRIS Module*. Working with a pair partner, each candidate will complete the choices and problem-solving segments within the module. Each team will provide an explanation of which population the module addresses; how it might be relevant to teaching and collaborative practices in the future. Each team will also present the information to peers in class.

(Worth 15 point each; 45 Points Total)

**5. Response Paper to Parent Panel.**

Following the guest panel in which parents with disabilities discuss their challenges and successes in building partnerships with schools, candidates will write a response paper of no less than 300 words on their reflections and responses to the presentation and discussion following.

(Worth 15 points)

### 6. Signature Assignment: Early Fieldwork with students with disabilities.

The Signature Assignment will consist of two parts. The first part is for you to complete early fieldwork observations and experiences in at least four different settings. Total observations hours must be at least 20 hours. The observations and experiences must be with school age children, grades K through 12th. A maximum of 12 hours can be at a community or an after school program, (e.g., after school tutoring at a school or agency, YMCA, and Big Brothers and Sisters, e.g.).

A Fieldwork Log and 3-2-1 Fieldwork Reflection Report must be filled out as you complete these hours and must be signed by the supervisor or teacher where you volunteer. The professor will give you more detailed information about how to complete the fieldwork forms in class.

The second part of the Signature Assignment is a 4-5 page reflective essay, incorporating field experiences, 3-2-1 Fieldwork Reflection Reports, and a discussion of a specific type of disability. This reflection must include a self-examination of your own prejudices and misconceptions you had prior to your fieldwork observations and those that you still have at the conclusion of the course with regard to: disability status or label, socio-economic status, gender orientation, or cultural/linguistic background of any students you observed. A detailed description and grading rubric will be handed out in class. Please attach your fieldwork logs and 3-2-1 Reflection Reports to your essay.

(Worth 105 points, 30% of total grade).

**Overview of Course Assignments & Due Dates:**

| Assignment | Due On | Point Value |
| --- | --- | --- |
| 1. Class Activity and Homework | Each class meeting | 60 |
| Three Examinations | | |
| Midterm | January 20 | 40 |
| b. Final Exam | February 5 | 60 |
| **3. IEP Matrix** | January 17 | 25 |
| **4. IRIS Center Activities** | | |
| a). **Classroom Diversity: An Introduction to Student Differences** *—IRIS Module*. | January 15 | 15 |
| b). **Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement--***IRIS Module*. | January 22 | 15 |
| c). **Self-Determination: Supporting Successful Transition—***IRIS Information Brief.* | February 3 | 15 |
| **5. Response Paper to Parent Panel** | January 29 | 15 |
| **6. Signature Assignment: Early Fieldwork with Students with Disabilities** | February 5 | 105 |
| **TOTAL POINTS POSSIBLE** | --- | 350 |

**Grading System/Scale: (Add/attach a rubric for the Signature Assessment)**

**Evaluation of your work will be based on the following criteria:**

**A/4.0/336-350 points:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7/315-335.9 points:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3/304-314.9 points:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0/294-303.9 points:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

**B-/2.7/280-293.9 points:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

**C/2.0:** All assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

**Class Schedule (Subject to Change With Notice)**

| **Session #**  **Date** | **Topics** | **Readings done Prior to Class** | **Assignments Due This Class Session** |
| --- | --- | --- | --- |
| 1 – Jan 6 | ***Welcome and introductions***  ***Syllabus; Course Overview***  ***Introduction to course text*** (Hunt & Marshall) and Ch. 1  ***CEC Educators’ Code of Ethics*** (think-pair-share on two case studies of special educator’s dilemma pertaining to the Code of Ethics) | * Special Education terms * Council for Exceptional Children (CEC) Professional Code of Ethics (downloaded from [http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/CEC\_Code\_of\_Ethics\_for\_Educators\_of\_Persons\_with\_Exceptionalities.htm](http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ethicspracticestandards/cec_code_of_ethics_for_educators_of_persons_with_exceptionalities.htm) | Please note: at each class session, instructions may be given for other activities and assignments that will be due by the next class session |
| 2 – Jan 8  (in computer lab for part of this session) | ***Overview of the history of special education***  Integration of individuals with disabilities   * Inclusion, and de-institutionalization trends * Inclusion continuum   ***Introduction to IRIS Modules***  *(in computer lab)*  ***Current Trends and Laws*** (NCLB; IDEA)   * Policy trends in assessing students with disabilities * Assessing students for possible learning disabilities; validity and reliability of formal assessments & high stakes tests for English learners * Current trends (UDL; inclusion models; RTI, Self-determination) * Current teacher roles in inclusive models * Parent roles in the assessment and referral process; due process procedures   ***Go over*** *IEP Matrix Activity****, due Session 3*** | **Hunt & Marshall, Chapters 1 and 2** | Locate first fieldwork observation site  3-2-1 Fieldwork Reflection Report that addresses English learners, as well as cultural and linguistic impacts upon disability categories and student outcomes. |
| 3 – Jan 13 | ***Guest Speaker: Margo Drallos, fieldwork coordinator***  ***Learning & Reading Disabilities***   * Causes of learning & reading disabilities * Behavioral, medical, & developmental milestones of LD vs. normal-developing children * Cultural/evolutionary theories of LD * RTI vs. discrepancy models * RtI and pre-referral interventions   ***Multicultural and Bilingual Aspects of Special Education***   * RtI models & students from diverse backgrounds * Effective teaching practices * Teaching tolerance * **IRIS Module:** *Classroom Diversity: An Introduction to Student Differences*   ***State mandated tests and students with disabilities: Who gets tested?***  ***Introduction to Common Core Standards***  ***Introduction to the*** Signature Assignment & the Fieldwork Observation ***components*** | **Chapter 3**  Wright’s Law article: <http://www.wrightslaw.com/info/highstak.index.htm> | *IEP Matrix Activity* |
| 4 – Jan 15 | ***Risk Factors & Early Intervention***  ***Working with Families***   * Impact of disability on the family * Communicating, collaborating w/ familes * RtI models for cultural and linguistic minority students * Parent & sibling coping skills * Changing family needs at different stages * Multicultural Considerations   ***Discussion of findings from IRIS module:*** *Is This Child Mislabeled?*  ***Check-in on Fieldwork & Signature Assignment***  ***Review for Exam 1***  ***Check-in on Field Observations & Signature Assignment***  ***Learning Disabilities***   * Causes * Characteristics of students with LD * Academic performance and LD * ELs with LD * Teaching strategies and accommodations | **Chapters 4 and 5**  Hehir, T. (2007). Confronting Ableism. Educational Leadership, v 64 (5). 8-14 | Complete and turn in response paper for Module 1: *Classroom Diversity: An Introduction to Student Differences* |
| 5—Jan 20 | ***Midterm Exam 1***  ***Mid-Course Evaluation***  ***Lavoie video (if time)***  ***Introduction to IRIS Module:*** *Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement*  ***Assistive Technology & UDL*** | Prepare for *Midterm #1*  Download and read the following article from the National Center on Universal Design for Learning website (www.udlcenter.org):  What is the role of technology in implementing UDL? |  |
| 6—Jan 22 | ***Intellectual Disabilities (ID)***  Causes of ID (pre-, peri-, and post-natal, including TBI)   * Genetic syndromes compared with behavioral phenotypes * Behavioral, medical, & developmental milestones of normal-developing children compared with children with ID * Onset age and implications for the design of instruction & services * Appropriate assessment & identification of I.D. (tests, behavior scales, e.g.)   Midterm  ***Guest Speaker: Alaine Sullivan, Credential Analyst*** | *IRIS Information Brief on Self Determination* | Response paper due for the following IRIS Modules: *Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement* |
| 7—Jan 27 | ***Check-in on Fieldwork & Signature Assignment***  ***Attention Deficit Disorder***  Causes of ADD/ADHD (pre- & post-natal)   * Behavioral, medical, & developmental milestones of normal-developing children compared with children with ADHD * Cultural/evolutionary theories of ADHD etiology * Age-specific and gender-specific phenotypes of ADD & ADHD * Co-morbidity of ADD with other learning and developmental challenges * Assessment, identification, and treatment of children, young adults with ADHD.   ***Parent Advocate Panel:*** Family perspectives on raising a child with disabilities  ***Emotional/Behavioral Disorders*** (possible guest speaker on behavior management; handling problem behaviors) | **Chapters 7 and 8** |  |
| 8—Jan 29 | ***Self Determination Frameworks***  ***Autism Spectrum Disorders***   * Historical contexts & early theories * Prevalence among school-age children: Is autism an epidemic? * Current causal theories * Characteristics of students with autism * Current sub-types and DSM categories of ASD   ***Communication Disorders***   * Etiology of language disorders * Language disorders classifications * Speech disorders * Educational planning   ***Students who are Deaf & Hard of Hearing***   * Etiology of deafness and hearing impairments * Characteristics of students with DHH * Sign language & other communication systems * Cultural aspects of deafness | Chapter 9 - 11  IRIS Information Brief: *Self-Determination: Supporting Successful Transition* (Bremer, Kachgal, & Schoeller, 2003)  Chapter 9 | *Response paper to Parent Panel* due  *Review of Midterm #2* |
| 9—Feb 3 | ***Secondary Transition Planning***   * Career aptitude and interest assessments   ***Early Transitions and IFSPs***  ***Gifted Education***  ***Check-in on Fieldwork & Signature Assignment***  ***Final Exam Questions & Discussion***  ***Physical Impairments***  ***Cerebral palsy & neurological impairments***   * Seizure disorders * Orthopedic & neuromuscular disorders * Educational considerations   ***Gifted & Talented*** | **Chapter 12 and 13; Chapters 14 and 15**  Work on *Fieldwork observations* and completion of *Field Observation Logs* | Response paper due for *IRIS Information Brief on Self Determination* |
| 10—Feb 5 | ***Final Exam***  ***Discussion of Findings from Signature Assignment and fieldwork experiences*** |  | *Signature Assignment Due*  *Final Exam* |