

GEORGE MASON UNIVERSITY
Graduate School of Education
Special Education Program
Fall 2005

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EDSE 501: INTRODUCTION TO SPECIAL EDUCATION

CLASS TIME: Tuesdays, 4:30-8:30, September 20 – November 8, 2005
In addition, 8 class hours will be completed via Blackboard.

LOCATION: Eleven Oaks Administrative Center, Room A

COURSE DESCRIPTION

This course provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, and needs, educational strategies, including existing and emerging technologies, assessment and support services of/for individuals with disabilities. The course will study the impact of disabilities on academic and social/emotional performance. Field experience is required. Prerequisites: none.

STUDENT OUTCOMES

Upon completion of this course, students will be able to:

- Describe how educators and other professionals determine the difference between "normal" and "atypical" behaviors.
- Describe the legal and historical development of the field of special education.
- Describe various theoretical models and perspectives in the field of special education.
- Describe research in etiological factors associated with all disability areas.
- Describe social, cognitive, intellectual, and academic characteristics associated with all disability areas.
- Describe historical points of view and contributions of culturally diverse groups to the field of special education.
- Describe the role of families in the educational process.
- Describe past, present, and future models of assessment and intervention, including technological advances.
- Discuss issues and trends in special education, including legislation, litigation, and use of innovative technology.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

EDSE 501 is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in special education in the Commonwealth of Virginia. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such, the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12.

The CEC standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following CEC Core Standards:

Standard 1: Foundations

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management, planning, and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues with definition and identification of individuals with exceptional learning needs including those from culturally and linguistically diverse backgrounds.
- Issues, assurances, and due process rights related to assessment, eligibility, and placement with a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contributions of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

Standard 2: Development and Characteristics of Learners

- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of facilities in supporting development.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.
- Effects of various medications on individuals with exceptional learning needs.

Standard 3: Individual Learning Differences

- 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 on beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family 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.

NATURE OF COURSE DELIVERY

Learning activities include the following:

- Class lecture, discussion and participation
- Videotapes and other relevant media presentations
- Study and independent library research
- Applications with relevant hardware and software
- Application activities, including in-class evaluation of intervention research and materials
- Class presentations
- Written case study and observation reports using American Psychological Association format.

REQUIRED TEXT

Hallahan & Kauffman, (2006). Exceptional Learners: Introduction to Special Education (10th ed.). Allyn and Bacon, Boston, MA.

Note:

This syllabus may change according to class needs. If you need course adaptations or accommodations because of a disability or you have emergency medical information to share with the instructor or need special arrangements, *please call and/or make an appointment with the instructor as soon as possible.*

EVALUATION

	POINTS
• Child Abuse Training	10
• Class attendance and participation	50
• Field observation report (2)	100 total - 50 each
• Case Study	75
• Blackboard.com assignments	75 (25 per assignment)
• Final Exam	100
• Group presentations	
○ Disability Area Presentation	100
▪ Graded individually	
	Total 510

Note: All assignments should be typed and are due on the dates indicated. In fairness to students who make the effort to submit papers on time, **points will be deducted for work submitted after the due date.**

It is recommended that students retain copies of all course products to document their progress through the GMU Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes to document your satisfactory progress through the GMU program and the CEC performance based standards.

GRADING CRITERIA

475-510	=A
450-474	=A-
400-449	=B
350-399	=C
<350	=F

ASSIGNMENTS:

1. Weekly readings from the text and other sources will be required. The student is expected to share acquired information and reactions during class discussion.
2. Two field observations will be required. These classroom observations will occur in a disability **other than** one in which the student is currently working. The student will use a structured observation form as a guide and will share their experiences during class discussion.
3. A group presentation will be required. It will focus on typical and atypical development; major characteristics associated with common disability areas, research-based interventions, and relate to the objectives for this course.
4. Blackboard.com will be used for 8 hours of class contact hours. Various assignments related to course reading and requirements will be completed online at blackboard.com
5. A comprehensive case study on a student with disabilities will be completed. This case study will include specific components, compare student's characteristics with those described in the textbook and integrate sources from other readings.
6. A final exam will be given to assess knowledge and understanding of student outcomes.
7. Child Abuse and Neglect Training quiz. Turn in a copy of certificate to the instructor.

ASSIGNMENT: FIELD OBSERVATION REPORTS

Objective: You will complete two observation reports and be able to contribute meaningful information to class discussions, based on personal experience and observation.

Activity: Conduct two classroom observations in **two** disability areas **other than the one in which you currently teach**. Each observation must be at least 30 minutes in length. Complete and submit the reports based on the structured observation form and be ready to contribute to class discussion on the night the observed disability area is discussed.

Due Date: Topic Specific-see Class sessions Fall 2005

Field Observation Scoring Rubric				
NAME: _____		OBSERVATION NUMBER: ____		SCORE: _____
Exemplary	Adequate	Acceptable	Inadequate	Unacceptable
47.5-50	45-47.4	40-44	35-39	< 35

Points will be given and deducted based on the following criteria:

Exemplary: The composition of students and adults is clearly described. Activities observed and instructional materials used are specifically identified. Observer identifies technology in evidence and describes relevance to activities. Observer describes how staff does/does not adjust instruction to address individual differences. The observer displays reflection and perspective when describing reactions and impressions. Writing mechanics and style are error-free.

Adequate: Good overall report, lacking in one or two of the criteria for an exemplary observation. Not entirely reflective or thoughtful. Minor writing style errors may be present.

Marginal: Acceptable, but with one or more significant problems. Contains some useful information, but may have some substantial problems with observations made, writing style, or reaction to the activity.

Inadequate: Report has substantial problems in important areas such as writing, completeness, impressions, and overall thoughtfulness.

Unacceptable: Does not complete or submit two reports. What is submitted has not comments relative to the assignment. Little or no evidence that a complete observation period was experienced.

FIELD OBSERVATION REPORT

(this is a structure for the information required in the report; **do not** turn this in for your observation)

Name _____ Date _____

Disability Area _____

Class Composition:

Students: _____

Staffing: _____

Activity(ies): _____

Instructional

Materials: _____

Use of

Technology: _____

Evidence of Individualization:

Describe your reactions and impressions of your observation:

Case Study Assignment

Objective: You will be able to integrate sources in the literature with observations made during the case study in order to present a complete picture of a student with a disability.

Activity: You will complete a comprehensive case study of a student with disabilities. This case study will include the following components.

- Student's demographic data
- Description of school and neighborhood
- Educational history (schools attended, reason for referral to special education, placement, services, etc.)
- IEP goals and objectives, classroom accommodations and/or modifications
- Observational information from various sources
- Summary and synthesis, i.e. comparison of student's characteristics with those described in the textbook.

You may include appendices such as student work samples, interview questions and answers, etc. Do not attach copies of a student's IEP or test reports.

Council for Exceptional Children (CEC Standards) addressed through task:

Standard 2: Development and Characteristics of Learners

Standard 3: Individual Learning Differences

Case Study Rubric - (See page 7)

Case Study Rubric

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Introduction /9	Introduction provides general context with citations and areas to be covered	Introduction provides general context and areas to be covered	Introduction does not identify areas to be covered and/or provide general context
Student's demographic data /9	Provides detailed description of student demographic data with specific examples that illustrate each point	Provides description of student demographic data with a few examples that illustrate points	Provides general description of student demographic data with no examples that illustrate points
Description of school and neighborhood /9	Provides detailed description of school and neighborhood including important and relevant details	Provides description of school and neighborhood including some important and relevant details	Provides general description of school and neighborhood including very few or no important and relevant details
Educational history /9	Clear, concise, and detailed information provided on the following: schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement	The following are noted: schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement	Incomplete information on the following: schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement
IEP goals, objectives, and classroom accommodations /9	Clear, concise, and detailed description of IEP goals, objectives, and classroom accommodations	Description of IEP goals, objectives, and classroom accommodations	Vague or incomplete description of IEP goals, objectives, and classroom accommodations
Observational information /9	Detailed observational information from a variety of sources specifically related to student IEP goals, objectives, and accommodations	Observational information from a variety of sources related to student IEP goals, objectives, and accommodations	Observational information not focused on student IEP goals, objectives, and accommodations
Your additional recommendations, educational accommodations, and/or modifications /9	Logical recommendations with thorough and detailed support based on observations, interview, and literature. Recommendations highlight critical issues.	Logical recommendations with some support based on observations, interview, and literature	Illogical recommendations with little or no support based on observations, interview, and literature
Summary and synthesis /9	Thorough and detailed comparison of student characteristics with those described in the textbook and greater than three additional sources from the literature	Comparison of student characteristics with those described in the textbook and three additional sources from the literature	General and/or incomplete comparison of student characteristics with those described in the textbook and fewer than three additional sources from the literature
Appendix /3	Relevant, thorough, organized and readable examples of student work samples, teacher interview questions/answers	Organized and readable examples of student work samples, teacher interview questions/answers	Incomplete, unorganized, and/or unreadable examples of student work samples, teacher interview questions/answers.

Grading: Total of 75 points

95 – 100% = A (71-75 points)
 90 – 94% = A- (68-70 points)
 80 – 89% = B (60-67 points)
 70 – 79% = C (52-59 points)
 < 70% = F <52

ASSIGNMENT: DISABILITY AREA PRESENTATION

Objective: You will be able to describe the major characteristics associated with five common disability areas. You will be able to discuss in-depth, the issues regarding assessment, identification, educational interventions, and strategies in one of these five areas. You will become aware of current issues affecting students with these disabilities.

Group Disability Choices: Specific Learning Disability; Other Health Impairment due to ADD or ADHD; Emotional Disturbance; Mental Retardation; Autism

Activity:

Presentation: Please plan on a 45-minute presentation with an additional 5 minutes for questions. Please do not exceed the time limit. Presentations should use visual aids (whiteboard, computer, and other materials). If you need the use of a computer and/or a projector, please let the instructor know so that arrangements can be made. The presentation should address the following:

- Historical information regarding the disability
- Characteristics of persons with the disability including cognitive/academic, processing deficits or issues, social, communicative, and behavioral aspects
- Past, present, and possible future models of assessment and identification, including any technological advances. Please relate these to instruction (not a list of the assessments that determine the disability - remember your audience - impact on education)
- Current thinking on intervention models and strategies. (relate these to what is going on in FCPS)
- Current trends and issues surrounding the education of students with the disability (relate these to what is going on in FCPS)

Handouts: Each student should prepare handouts to accompany the presentation. Please bring enough handouts so that everyone in the class (including the instructor) may have a set.

Grading: The presentation, overview/summary, and handouts are worth a total of 100 points. The following is how the grade will be established:

Handouts

15 Points Total

- Visual layout
- Appropriateness to the Presentation
- Clarity
- Usefulness

Presentation

85 Points Total

(Points will be deducted if time limit is exceeded.)

- Content
- Sequence of Presentation
- Use of Visual Aids
- Speaking/Presentation Style/Delivery
- Overall Impression of Presentation

BLACKBOARD ASSIGNMENTS (<http://blackboard.gmu.edu>)

Objective: Student will gain information on disability areas and topics not covered extensively in class. Student will gain further information on disability areas covered in class. Student will navigate the blackboard site and all links. Student will communicate via the Internet. Student will become aware of and use online resources. Student will become aware of technology to assist with instruction of students with disabilities.

Activity: All activities are posted online. A-1, A-3, A-4.

Due Date: See Course calendar.

CHILD ABUSE AND NEGLECT TRAINING

Students will review the online child abuse training module at http://www.vcu.edu/vissta/training/va_teachers/ and be tested on the definitions and indicators of child abuse and neglect, how to respond to signs of abuse and to report abuse, the legal requirements of Virginia teachers to report abuse, state support services, and the actions that follow reports of abuse.

Activity: Posted online

Due Date: Certificate provided to instructor during course timeframe; due by last class meeting.

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Class Sessions

CLASS	DATE	TOPIC	ACTIVITY	WHAT'S DUE	ASSIGNMENT
1	9/20/05	Introductions Course Overview Blackboard.com Current Trends and Legal Issues	Large Group Discussion Lecture Blackboard.com Media		Text: Chapter 1-3 Blackboard.com Group sign up, meet with group for presentations
2	9/27/05	Current Trends and Issues IDEA 2004	Large and Small Group Activities Lecture	Readings Blackboard.com BB A-1	Text: Chapter 9 Blackboard.com Group Presentations
3	10/04/05	Communication Disorders/CLiDES The Eligibility Process	Lecture Activities Group Presentation	Blackboard.com ED Presentation	Text: Chapter 5-8 Blackboard.com Presentation, observations
4	10/11/05	IEP Assessment	Lecture Group Presentation	Readings Blackboard.com MR Presentation BB A-1, part 2 Field Observations	Text: Chapter 13, 14 Blackboard.com Group Presentations
5	10/18/05	High Incidence Disabilities Learning Disabilities/ Emotional Disabilities	Group Presentations Lecture/Media	Readings Blackboard.com Autism Presentation BB A-3	Text: Chapter 10, 11 Blackboard.com Group Presentations
6	10/25/05	Low Incidence Disabilities Other Health Impairment Physical Disabilities Traumatic Brain Injury Hearing Impairment Vision Impairment	Group Presentation Lecture/Media	Readings LD Presentation	Text: Chapter 12 Blackboard.com
7	11/1/05	Autism Mental Retardation	Group Presentations Lecture/Media	Blackboard.com OHI Presentation BB A-4 Case Study	Text: Chapter 4 Blackboard.com Exam
8	11/08/05	Parent Involvement and Family Issues	Lecture/Media Course Evaluations	Readings Take Home Exam Child Abuse Training Assignment	