

Moravian College

Education 290, Section A:

Introduction to Special Education

Fall 2008

Class Meeting Times: Tuesdays and Thursdays from 10:20-11:30 a.m.

Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

Instructor: Christie L. Gilson, Ph.D.

610/625/7015 (voice)

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Office Hours: Mondays 9:00-11:00 a.m.
Wednesdays 8:00-10:00 a.m.
via Skype (Christie8188) or Windows Live Messenger
(Christie.Gilson@hotmail.com) whenever I'm online
The above office hours will also be posted on my door in PPHAC 318.

Course Overview

This course is designed to familiarize general educators with the concept of disability. Definitions and characteristics of disability categories used to provide special education services will be described and critiqued. Students will learn about the IEP process and will practice how to write measurable goals. Instructional strategies for effectively teaching students with disabilities will be reviewed and used by preservice teachers.

Course Goals/Learning Outcomes

- To familiarize students with disability culture, the social model of disability, and the diagnostic categories with which students with disabilities are often labeled
- To understand the legal and ethical obligations which general educators assume when teaching students with disabilities
- To learn about and become more comfortable with the referral, IEP, and 504 Plan processes
- To explore teaching strategies designed both to serve all students and to serve students with specific disabilities
- To encourage preservice teachers to reflect on their personal reactions to disability

Required Textbooks

- Keefe, E. B., Moore, V. M., & Duff, F. R. (2006). *Listening to the experts: Students with disabilities speak out*. Baltimore: Paul H. Brookes.
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2009). *Teaching students who are exceptional, diverse, and at risk in the general education classroom (4 ed)*. Boston: Pearson.

Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will negatively affect students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the day of the missed class
- Notify the instructor of a serious illness or death in the immediate family
- Notify the instructor of a religious holiday that conflicts with the class date and time
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time

Attendance means that the student is present in PPHAC 330 from 10:20-11:30 a.m. on Tuesdays and Thursdays. The use of cell phones and other electronic devices during class will result in an absence being recorded for that day. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

Assignments

All assignments for this course should reflect the following criteria.

- (1) The assignment should represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism.
- (2) Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Follow this convention in titling your assignments. At the top of the file write:
 - a. Class Name
 - b. Assignment Name
 - c. Your name
 - d. Date turned in
- (3) Because all assignments will be emailed to the instructor, rather than being turned in hardcopy, the filename you use for your assignment is important. Use this convention in naming your files.
 - a. Your last name
 - b. Underline character (_)
 - c. The assignment name
 - d. For example: Gilson_interview_adult_disability.docx

- (4) Double-space your assignment and use 12-point.
- (5) Email your assignment to the instructor as an attachment before the class date and time when it is due. The instructor will email you a brief message to alert you that she has received your assignment.
- (6) Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date.

Brief Assignment Explanations

IEP Development

For this assignment, you will read a scenario involving a student with a disability that the instructor will give you. You will read the portion of the textbook that describes the disability the student has and the ways instruction might be adapted for the student. Finally, you will answer the following questions in a paper of three-five pages.

- (1) In your own words, describe the student including:
 - a. Her or his name
 - b. Her or his chronological age
 - c. Her or his developmental age
 - d. Her or his grade level of achievement
 - e. Her or his family situation
 - f. Her or his academic placement
 - g. Her or his social skills
- (2) What are the student's strengths and weaknesses?
- (3) If you were this student's general education teacher, what goals would you set for the student, in consultation with the IEP team? Suggest at least three goals. Remember the following when writing your goals:
 - a. Goals must identify what the student will do.
 - b. Goals must identify when and how the goal will be achieved.
 - c. Goals must be measurable.
 - d. Goals must be concrete.
 - e. Avoid broad, vague, general goals (e.g., not acceptable: Anderson's behavior will improve.)
- (4) What special education, related services, supplemental aids and services, assistive technology, program modifications, and support for personnel are necessary to achieve the IEP goal(s)?

Select at least three of the list identified in the previous sentence to write about in your paper. Identify the location within the school, the frequency, and the duration of each service selected. Your selections should be based on what you read about the student's disability and the type of instruction recommended for such students. As always, you are encouraged to draw from class activities, lectures, and discussions as well.

- (5) What, if any, regular classroom activities and extracurricular activities will the student not participate in with the student's nondisabled classmates? Justify the answer(s) you give.
- (6) What modifications, if any, are needed to enable the student to participate in state- and district-wide assessments? *You may consider the following ideas or others from your readings:*
 - a. *scribe (Someone to write for the student.)*
 - b. *reader (Someone to read for the student.)*
 - c. *extended time*
 - d. *a version of the test that would have less answers to choose from in multiple-choice (e.g., only two instead of four answers to choose from for each question.)*
- (7) How will a student's progress toward annual goals be measured, and how will the student's parents be informed of progress? Again, being concrete is necessary to demonstrate your understanding of the question.

Disability Presentation

The purpose of this assignment is to reinforce the readings in the Vaughn, Bos, and Schumm textbook about disability diagnoses and characteristics. Another purpose is to give you the opportunity to teach class in front of your peers. Carefully read the information in the textbook related to students who have the disability you've been assigned for this assignment. You are to prepare a fifteen-minute PowerPoint presentation. You will present the information in your PowerPoint to the class as a whole. You should be thoroughly prepared to present your information. Preparation includes a firm grasp of the material, an understanding of the technology and the PowerPoint program, and the ability to pose questions to your classmates and facilitate their discussion. Include the following components in your PowerPoint.

- (1) The first slide should include your name, the disability diagnosis you will be covering, the date of your presentation, and your email address.
- (2) A definition of the disability and the citation from which you obtained the definition.
- (3) The characteristics of the disability.
- (4) The prevalence of the disability in today's schools
- (5) Identification and assessment of students with the disability
- (6) Curricular and instructional guidelines for teaching students with that disability
- (7) Three questions about the material you just covered that you will ask of your classmates. While this component should provide your classmates with reminders of the content you just presented, its main purpose will be for you to lead class discussion. Therefore, prepare your questions carefully.

- (8) All slides should be visible to your classmates and should be free of grammar and spelling errors.

Adult with a Disability Interview

This assignment is designed to help you become comfortable interacting with people with disabilities. You are to locate a person with a disability to interview. You should prepare a list of at least ten questions ahead of time to ask your interviewee. Two weeks before the interview will take place, submit to the instructor a description of the person you will interview and your list of at least ten questions. The instructor will provide feedback to you that you will incorporate into your interview questions before the interview takes place. Plan how you will take notes or capture your interviewee's words. The interview should last fifteen to thirty minutes. The products of the interview are as follows.

- (1) a one-paragraph description of the person you plan to interview. Include how you located the person and the person's disability. List the ten or more questions you plan to ask the person with the disability. These are due to the instructor two weeks before you interview the person with the disability.
- (2) a two-five page paper which thoroughly covers the following components:
 - a. an introductory paragraph with sentences describing the person you interviewed. Give her or his approximate age, the disability, the person's living situation, the person's employment status, and any other information you feel is relevant.
 - b. List your ten revised questions verbatim. After each question provide complete sentences that relay the answers the interviewee gave you during the interview. You may either summarize the person's words or quote from him/her directly. A combination of the two is preferred.
 - c. a paragraph describing what you learned during the interview. Include facts that you learned; feelings you had prior to, during, and after the interview; and any realizations you came to about teaching students with a disability similar to that of the person you interviewed.

School Professional Interview

You will locate a school professional to interview who has had contact with students with disabilities. Appropriate professionals include teachers; speech and language, physical, and occupational therapists; psychologists; social workers; guidance counselors; and principals. You should prepare a list of at least ten questions ahead of time to ask your interviewee. Two weeks before the interview will take place, submit to the instructor a description of the person you will interview and your list of at least ten questions. The instructor will provide feedback to you that you will incorporate into your interview questions before the interview takes place. Plan how you will take notes or capture your interviewee's words. The interview should last fifteen to thirty minutes. The products of the interview are as follows.

- (1) a paragraph and the list of ten or more questions you would like to ask of your interviewee submitted to the instructor two weeks before your interview. The paragraph should contain sentences that describe:
 - a. the school professional's name
 - b. the school professional's title

- c. the name of the school district and school at which the professional is employed
 - d. a description of how you contacted the school professional
- (2) After the interview, write a two-five page paper that contains the following components.
- a. Paste the paragraph from your preparation assignment at the top of this assignment. So, the paragraph should contain the school professional's name, title, and school affiliation.
 - b. a paragraph with a description of the school professional's interaction with students with disabilities (e.g. role and frequency)
 - c. several examples of the kind of language the school professional used to describe students with disabilities during your interview
 - d. List verbatim the set of ten revised questions you posed to the school professional you interviewed. After each question give their answer(s) to the questions. You may quote them directly or carefully summarize their answers. You must write in complete sentences.
 - e. Include a summary paragraph with the following topics:
 - your reaction to the interview including any surprises you encountered
 - your impression of the school professional's contentment with his/her job
 - a description of any realizations you came to about your own teaching when interviewing the school professional

Adapting Instruction Assignment

This assignment is designed to acquaint you with how to adapt instruction to meet the needs of students with disabilities in your classroom. You will compose a fictional scenario describing a student with a disability to teach. The disability your student will have must be different than the disability about which you presented to your classmates.

You will identify five objectives to be taught during the course of a lesson for your students without disabilities. You will carefully explain how to adapt the lesson for the student with a disability you have imagined. In designing the adapted lesson for your fictional student with a disability, you will search the academic literature for three sources other than the textbook. The academic literature is composed of academic textbooks and peer-reviewed journal articles. Academic literature does not include encyclopedias, multimedia, magazines, newspapers, novels, or websites. Cite all academic sources appropriately.

The product for this assignment will be at least five pages in length. Include each of the following components in your assignment.

- (1) The student's demographic information:
 - a. Name
 - b. Age

- c. Grade in school
- d. Placement
- e. The subject you will be teaching the student
- f. The student's disability

(2) List the five objectives you will be teaching all of your students.

(3) Specify the materials you will use to teach the objectives you have identified.

(4) Clearly describe how you will adapt each of the objectives for the imaginary student with a disability in your classroom. Cite your academic sources within your description. If steps are involved in teaching the adapted objectives, list those steps. If materials need to be modified or new materials need to be created, explain those processes. If modifications of assignment due date or assignment length need to be made, delineate those. If alternate assessments to ensure mastery of the material need to be developed, summarize those. You must explain the adaptations in sufficient detail so that another teacher could teach the student with the disability. Convince the instructor that you would be ready to teach the adapted lesson objectives in conjunction with the typical lesson.

Pop Quizzes

Several pop quizzes will be given throughout the semester during class. Only students who are present during the entire class on which the quizzes are given will be allowed to take them. The quizzes will cover either the reading assignment that was due that day or the content presented in class. Therefore, some quizzes will be administered at the beginning of class and others will be given towards the end of class.

Professionalism

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education 290, Section A, your professionalism will be assessed using the following criteria.

(1) Class Participation

A portion of the students' grade will be used to assess the quality of class participation. Students who consistently and respectfully contribute to class discussions will receive full credit for in-class participation.

(2) Respect for Others

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining respectful is appreciated.

(3) Class Attendance

Just as you will be expected to be on time and to stay until the day is over when teaching, you are expected to be in this class on time and to remain until class is over.

Assignment Point Distributions

Assignment	# of Points
IEP Development	15
Disability presentation	15
Adult with a Disability Interview	15
School Professional Interview	15
Adapting Instruction Assignment	20
Pop Quizzes	10
Professionalism	10

Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Class Schedule

Class Date	Topic	Assigned Readings	Other Assignment
8/26	introduction	syllabus	
8/28	legislation, educational programs, and placement	V, B, & S Chapter 1 pp. 1-33; K, M, & D xi-xiv and Chapter 1 pp. 3-8	
9/2	collaboration	V, B, & S Chapter 2 pp. 34-63	
9/4	co-teaching	K, M, & D Chapters 2 and 3 pp. 9-20	
9/9	teaching students with learning disabilities	V, B, & S Chapter 3 pp. 64-93	
9/11	teaching students with attention/hyperactivity	K, M, & D Chapters 4 and 5 pp. 21-40	IEP Development due

	disorders		
9/16	teaching students with speech disorders	V, B, & S Chapter 4 pp. 94-119	
9/18	teaching students with language disorders	K, M, & D Chapters 6 and 7 pp. 41-52	
9/23	teaching students with emotional disorders	V, B, & S Chapter 5 pp. 120-141	
9/25	teaching students with behavior disorders	K, M, & D Chapters 8 and 9 pp. 53-62	
9/30	teaching students with Autism Spectrum Disorders/Pervasive Developmental Disorders	V, B, & S Chapter 6 pp. 142-159	
10/2	teaching students with Asperger's Syndrome	K, M, & D Chapters 10 and 11 pp. 63-74	
10/7	teaching students with developmental disabilities	V, B, & S Chapter 7 pp. 161-183	
10/9	teaching students with multiple disabilities	K, M, & D Chapters 12 and 13 pp. 75-86	Adult with a Disability Interview due
10/14	teaching students with sensory disabilities	V, B, & S Chapter 8 pp. 184-209	
10/16	teaching students with physical and health impairments and traumatic brain injury	K, M, & D Chapters 14 and 15 pp. 87-106	
10/21	planning and grouping strategies	V, B, & S Chapter 9 pp. 210-233	
10/23	lesson planning	K, M, & D Chapters 16 and 17 pp. 107-126	
10/28	managing student behavior	V, B, & S Chapter 10 pp. 234-263	
10/30	promoting social acceptance	K, M, & D Chapters 18 and 19 pp. 127-140	
11/4	teaching culturally diverse students	V, B, & S Chapter 11 pp. 264-291	
11/6	teaching linguistically diverse students	K, M, & D Chapters 20 and 21 pp. 141-152	School Professional Interview due
11/11	teaching students who are at risk	V, B, & S Chapter 12 pp. 293-329	
11/13	teaching students who are gifted and talented	K, M, & d Chapters 22 and 23 pp. 153-158	
11/18	facilitating reading	V, B, & S Chapter 13 pp. 330-363	
11/20	taking adaptations for reading	K, M, & D Chapters 24 and 25 pp. 159-170	
11/25	facilitating writing	V, B, & S Chapter 14 pp. 364-	

		395; K, M, & D Chapters 26 and 27 pp. 171-190	
11/27	none; no class	none; no class	none; no class
12/2	Facilitating mathematics	V, B, & S Chapter 14 pp. 396-425	
12/4	Adapting mathematics	K, M, & D Chapters 28 and 29 pp. 2191-206	
12/9	Wrap-up	K, M, & D Chapters 30 and 31 pp. 207-209	Adapting Instruction Assignment due

Students who have disabilities are encouraged to register with Joe Kempfer in the Learning Services Office at 610-861-1510 or via email at jkempfer@moravian.edu. Please also notify the instructor of your needs at 610-625-7015 or cgilson@moravian.edu.

September 18, 2008

This addendum to the syllabus for Education 290A was presented in class and has been emailed to all students in the course. It has been sent to Carol Traupman-Carr, Associate Dean for Academic Affairs. The purpose of this addendum is to clarify the late work policy that will be followed in this course.

Students who turn in work after the due date of any assignment are expected to communicate with the instructor as soon as they know their assignment is to be late. Students are to notify the instructor of when they will turn in their assignment. The instructor reserves the right to change the date by which late work must be turned in.

Ten percent of the overall grade in this course comprises a professionalism assessment. Because professional teachers are expected to turn in work on time, students in this course will meet a similar expectation. When work is turned in late, the professionalism grade will be reduced by an amount to be determined by the instructor.