

Moravian College

Education 290, Section A: Including Students with Disabilities

Spring 2009

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.*

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Office Hours: Tuesdays 2:30-4:30 p.m.
Wednesdays 9:00-11:00 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 students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and researched-based methodologies.

Course Goals/Learning Outcomes

- Students will describe and explain the components of disability culture, the social model of disability, and the diagnostic categories with which students with disabilities are often labeled.
- Students will explain the legal and ethical obligations which general educators assume when teaching students with disabilities.
- Students will demonstrate their familiarity with the pre-referral, referral, IEP, and 504 Plan processes as measured by their writing and in-class discussions.
- Students will utilize teaching strategies designed both to serve students with and without specific disabilities when presenting to their colleagues in class.
- Students will identify and explain recognized exceptionalities, referral procedures, identification criteria, and delivery formats.
- Students will identify issues pertaining to current trends, researched-based methodologies, and inclusionary practices as they relate to general education and special education.
- Students will demonstrate their understanding of special education issues in their written work and by active participation in class discussions and activities.

Required Textbooks

- Byrnes, M. (Ed.). (2009). *Taking sides: Clashing views in special education (4th ed)*. New York: McGraw-Hill.
- 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 (4th 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.

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.

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_school_professional.docx
- (4) Double-space your assignment and use 12-point. Rather than using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
- (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. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. 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.

Assignment Explanations

Disability Presentation

The purpose of this assignment is to reinforce the readings in the Vaughn, Bos, and Schumm textbook about disability diagnoses and characteristics. Secondly, you will familiarize yourself with the academic literature (peer reviewed journals and textbooks) that relate to the student's disability in order to learn best practices for assessing the learning of students with that label through the use of high stakes tests. 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 also to search the academic literature for one peer-reviewed article about the disability and high stakes testing that you can understand sufficiently well to explain to your audience. Summarize its results and properly cite the article. You are to prepare a twenty-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 (for diagnostic purposes)

- (6) Curricular and instructional guidelines for teaching students with that disability
- (7) The results from a peer reviewed article that suggests best practices for testing students with the disability you were assigned through the use of high stakes tests or alternate assessments. Cite the article in your PowerPoint.
- (8) 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.
- (9) All slides should be visible to your classmates and should be free of grammar and spelling errors.
- (10) Send your instructor a copy of your PowerPoint at least 30 minutes before class so that she has time to convert and braille your PowerPoint.
- (11) Bring your PowerPoint on a storage device to class so that you can access it on the day of your presentation. Alternatively, you may access it via email on the Web.

In-Class Debate (paired assignment)

The purpose of this assignment is for you and an assigned partner to thoroughly familiarize yourself with the Byrnes readings for a given week and to facilitate an in-class debate about those issues. For this assignment you will prepare:

- (1) A spoken and PowerPoint summary of both the affirmative and negative articles within the reading assignment for the week to be presented in class. You may elect to have one member of your dyad present one article and the other member the other. Alternatively, you may both present particular points of both articles. In order to explain the debate thoroughly as a reminder to your classmates, include in your presentation:
 - (a) The names of the authors of the articles
 - (b) The titles of the articles
 - (c) A clear explanation of both sides of the debate
 - (d) Three justifications the authors use to bolster their arguments (Therefore, there should be a total of six arguments, since there are at least two sides to each debate.)
- (2) Prepare a handout for your classmates that contains the information outlined above. In order to spark debate participation, you may also wish to include other points on your handout, however, only the information outlined in letters a-d above is required.
- (3) Send the instructor a copy of both your handout and your PowerPoint electronically at least 30 minutes before the class period during which you will present. This will allow her sufficient time to convert and braille your materials.

- (4) Determine a way to split up the class so that all of your colleagues are engaged in a debate of the issue. You may divide the class up into two groups. Or, you may assign selected class members various roles (e.g., time keeper, task master, etc.).
- (5) The class is to debate your issue for approximately 10-15 minutes. Ensure that no person dominates the discussion, preventing others from having their say. If the debate lags, it is your responsibility to bring up new points to keep the class engaged.
- (6) You will be graded on your familiarity with the issues assigned to you. Your handout and PowerPoints' clarity, thoroughness, structure and organization, and mechanics will be assessed as well. Finally, your ability to facilitate a debate within the class will be evaluated.

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, a plan for how you will take notes during the interview, and your list of at least ten questions. The interview should last fifteen to thirty minutes and must be face-to-face. Email and phone interviews are not permitted. 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
 - e. your plan for taking notes during the interview
- (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 as well as your plans for taking notes.
 - 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 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

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 annual 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 fewer answers to choose from in multiple-choice (e.g., only two instead of four answers to choose from for each question.)
 - e. For up to 2% of students with disabilities, an alternate assessment based on modified academic achievement standards can be given in lieu of a standardized test.
- (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.

Adapting Instruction and Assessment Assignment

This assignment is designed to acquaint you with how to adapt instruction and assessment 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. You will describe how you intend to assess the student's mastery of the five adapted objectives. In designing the adapted lesson and assessment for your fictional student with a disability, you will search the academic literature for three sources other than the course textbooks. 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 (full inclusion, inclusion in a selected number of classes, resource room, etc.)
 - 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. If one of your objectives doesn't lend itself to adaptation, pick another objective to adapt. 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 concretely.
- (5) Describe how you will assess the student's mastery of each of the five adapted objectives. In doing so, demonstrate your knowledge of the course's reading assignments and the academic literature by citing them and applying them to the content of your assignment. If alternate assessments to ensure mastery of the material need to be developed, summarize those.
- (6) You must explain the instructional and assessment 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 and assessments in conjunction with the typical lesson.

Reading Reflections

The purpose of these assignments is to encourage you to reflect upon the readings assigned each week for class. Reading Reflections will be due at 8:00 a.m. every Thursday except the first and last weeks of class. Therefore, you will be expected to turn in a total of twelve reflections. Reflections turned in late will receive no credit. Before 8:00 a.m. on each Thursday that a Reading Reflection is due, you are to email your instructor a Word file that contains the following.

- (1) Three (3) quotes from any of the readings due for that week's class.
- (2) Under each quote write a one-paragraph reflection on the quote that explains what that quote meant to you. You might react by stating whether you agree or disagree with the quote. Or, you might identify parts of the quote you find confusing or perplexing. Alternatively, you might offer some observations about the appropriateness of the quote for the audience for which it is intended. The purpose of the three reflection paragraphs you will write per week is to demonstrate to the instructor that you have thought seriously about the content of your reading assignments. In line with English writing conventions, paragraphs must contain at least three sentences.

Midterm and Final Examinations

Two examinations will be given during the course. They will test you on material from the required readings, your class notes, and points and content brought up during class discussions. The examinations will be closed-book and will consist of a combination of essay, short-answer, and multiple-choice questions.

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.

(4) 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 in order for students to receive partial credit.

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.

Assignment Point Distributions

Assignment	# of Points
Disability Presentation	9
In-Class Debate	9
School Professional Interview	10
Midterm Examination	15
IEP Development	10
Adapting Instruction and Assessment Assignment	10
Reading Reflections	12
Final Examination	15
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
1/20	Introductions	Syllabus	none
1/22	Legislation, Educational Referral, and Placement	none	none
1/27	Special Education	VB&S Chapter 1 pp. 1-33	School Professional Interview questions submitted to the instructor via email
1/29	Inclusive Schooling	KM&d Chapters 1 pp. 3-8 and 9 pp. 59-62	Reading Reflection 1
2/3	Library Visit	none	none
2/5	Managing Student Behavior and Promoting Social Acceptance	VB&S Chapter 10 pp. 234-263	Reading Reflection 2
2/10	Collaboration with Families and Professionals	VB&S Chapter 2 pp. 34-63	School Professional Interview
2/12	GS: Kate Miller	KM&D Chapters 2 pp. 9-10, 13 pp. 83-86, and 24 pp. 159-164	Reading Reflection 3
2/17	Learning Disabilities	VB&S Chapter 3 pp. 64-93	Disability Presentation
2/19	Attention Deficit Hyperactivity Disorder	KM&D Chapter 20 pp. 141-142; B Issue 14 pp. 293-311	Reading Reflection 4; In-Class Debate 1

2/24	Speech and Communication Disorders	VB&S Chapter 4 pp. 94-119	Disability Presentation
2/26	GS: Carrie Kane	B Issue 15 pp. 312-329	Reading Reflection 5; In-Class Debate 2
3/3	no class; spring break	none	none
3/5	no class; spring break	none	none
3/10	Deafness and Hard of Hearing; GS: Denise Brown	VB&S Chapter 8 pp 193-196	Disability Presentation
3/12	Response to Intervention	B Issue 16 pp. 330-348	Reading Reflection 6; In Class Debate 3
3/17	Emotional Disorders GS: Robbie Graves	VB&S Chapter 5 pp. 120-141	Disability Presentation
3/19	Behavioral Disorders	B Issue 19 pp. 396-411	Reading Reflection 7; In-Class Debate 4
3/24	Autism Spectrum Disorders	VB&S Chapter 6 pp. 142-159	Disability Presentation
3/26	Autism Spectrum Disorders	B Issue 18 pp. 373-395	Reading Reflection 8; In-Class Debate 5
3/31	Intellectual Disabilities; GS: TBA	VB&S Chapter 7 pp. 160-183	IEP Development; Disability Presentation
4/2	Intellectual Disabilities	B Issue 11 pp. 223-249	Reading Reflection 9; In-Class Debate 6
4/7	Blindness and Low Vision; Braille; GS: Donna Hendrickx, Debbie Rozear, and Tony Swartz	VB&S Chapter 8 pp. 184-192	Disability Presentation
4/9	Assessment and Accommodation	KM&D Chapter 18 pp. 127-134; B Issue 12 pp. 250-268	Reading Reflection 10; In-Class Debate 7
4/14	Physical and Health Disabilities and Traumatic Brain Injury	VB&S Chapters 8 pp. 197-208 and 11 pp. 264-291	Disability Presentation
4/16	Overrepresentation of Minorities in Special Education	B Issue 3 pp. 38-69	Reading Reflection 11; In-Class Debate 8
4/21	Planning and Grouping Strategies	VB&S Chapter 9 pp. 210-233	Disability Presentation

4/23	Differentiating Instruction and Universal Design	KM&D Chapter 21 pp. 143-152; B Issue 13 pp. 269-292	Reading Reflection 12; Adapting Instruction and Assessment Assignment; In-Class Debate 9
4/28	Final Thoughts	KM&D Chapters 3 pp. 11-20, 30 pp. 207-208, and 31 pp. 209-212	none
4/30	Wrap-Up	none	none
5/8	Final Examination	none	Final Examination