

Moravian College

Education 244, Section Z: Including Students with Disabilities

Spring 2010

Class Meeting Times: Tuesdays from 6:30-9:30 p.m.
Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

Instructor: **Christie L. Gilson, Ph.D.**

Phone: 610/625/7015 (voice)

Google Voice: 484-893-0385

Email: cgilson@moravian.edu

Office: Priscilla P. Hurd Academic Complex, Room 318

Hours: Tuesdays 9:00-10:00 a.m.
Wednesdays 10:00 a.m.-12:00 p.m.
Thursdays 9:00-10:00 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 office 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.
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2007). *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 6:30-9:30 p.m. on Tuesdays. 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 must 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)** All assignments will be turned in by uploading them to the server whose path is given below. Assignment templates have been provided for you. Should you choose not to use the provided templates, your assignments must follow the below criteria in terms of assignment filenames and formatting/labeling of assignments. Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Carefully edit all assignments for content, grammar, and proper spelling. Follow this convention in preparing your assignments. At the top of the file write:
 1. class name
 2. assignment name
 3. your name
 4. date turned in

- (3) Because all assignments will be uploaded to a server, rather than being turned in on hardcopy, the filename you use for your assignment is critically important. Use this convention in naming your files.

Refer back to your syllabus to see how to name each assignment turned in. The proper naming convention will be written in parenthesis after the title of the assignment in the assignment description section of this syllabus. After the proper assignment name, use an underscore (_) then, write your last name. For the Architectural Accessibility Assignment, my file would be named AAA_Gilson.doc.

- (4) Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
- (5) Upload your assignment to the server before the class date and time when it is due. Never delete your assignments from your personal computer, memory devices, or file storage until your final grade for the course has been given in May. Here is the path to the server:
Students\\X:\courses\2010Spring\educ244z\submitted_work\[your last name]

Mac users

- Use the 'Go' menu and select 'Connect to Server'.
- In the 'Server Address' field, type 'smb://pawn/students' (no quotes) and click on the 'plus' sign button to add it to your 'Favorite Servers'.
- Click the 'Connect' button. You will be prompted for your network credentials.
- Connect as a 'Registered User', using your network account in the form of 'Moravian/stabc01' and password.
- Click the 'Connect' button.
- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2010Spring' folder, and the folder named after your course.
- Open the 'submitted_work' folder and you should see a folder name matching your last name.

Windows PC users

- Open Windows Explorer and navigate to:
Students\\X:\courses\2010Spring\educ244z\submitted_work\[your last name]
- Important Note: If you are copying files from your personal folder on the 'Students' share to your course folder, remember to use COPY and not MOVE. COPY will keep the original file in your personal folder, and COPY the file to the course folder.
- COPY will keep the network security permissions of the destination folder (courses folder). [To copy in Windows – highlight the file, right click on it and drag it to its destination folder]
- MOVE will move the file out of your personal folder and into the course folder. MOVE carries the original network security settings with it to the destination (courses folder) so your instructor will NOT be able to view the document.
- If you would like to upload your assignments from off campus, you may do so using a free FTP client such as WS-FTP or CuteFTP. You can find more information about FTP'ing in AMOS under Administrative Services, Center for Information Technology, network resources, FTP Instructions. If you plan on uploading from on campus, you will be able to view the student drive (x:) once you log into the network.

FTP settings are as follows

Host: <ftp.moravian.edu>

Username: Moravian/[YOUR STUDENT ACCOUNT]

Directory: /stfiles or /stfiles/courses

- (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 Descriptions

In-Class Debate (icd)

The purpose of this assignment is for you 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. 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) Upload your PowerPoint to the server at least 30 minutes before the class period during which you will present.
- (3) 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.)
- (4) 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.
- (5) 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.

Interview with Family Member of a Child/Adult with a Disability (ifm)

You will interview a family member of a child or adult with a disability. The family member you interview must have lived with the person with a disability for more than a year and know the person with a disability very well. If you are not sure whether a condition counts as a disability, refer to your Vaughn et al. textbook to see if the disability is listed there. You will schedule a face-to-face interview with that family member which lasts at least 30 minutes. Email and phone interviews are not permitted.

You will 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, when and where the interview will take place, a plan for how you will take notes during the interview, and your list of at least ten questions.

The products of the interview assignment 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 person's first name
 - (b) the date, time, and location in which the interview will take place
 - (c) a description of your relationship to the family member, if any
 - (d) a description of how you contacted the family member
 - (e) your plan for taking notes during the interview
- (2) After the interview, write a four or more page paper that contains the following components:

- (a) pre-interview information

Copy and paste the paragraph from your pre-interview assignment described above.

- (b) a profile of the interviewee including

- a paragraph with a description of the family member's relationship to the person with the disability (e.g. role, frequency, and intensity of contact)
- several examples of the kind of language the family member used to describe their family member with a disability during your interview

- (c) a profile of the Person with a Disability including

- diagnosis and prognosis
- a description of the way the interviewee found out about the family member's disability

- (d) Questions and Responses

List verbatim the set of ten questions you posed to the family member 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) Pros and cons

- Describe any positive aspects of having a family member with a disability your interviewee identified.
- Describe any negative aspects of having a family member with a disability your interviewee identified.

- (f) Reflection

Include a reflection paragraph with the following topics:

- Your reaction to the interview including any surprises you encountered

- List at least three realizations or new concepts you learned as a result of this interview.
- When you think back on the interview you just completed, what, if anything, made you a little uncomfortable? What things can be done to increase your comfort level? Your instructor is looking for depth here and will appreciate honest reflection. No answer will be considered wrong or inappropriate.
- How might this interview assignment help you in your future teaching/working with persons with disabilities and their families?

Disability Simulation Assignment (dsa)

The purpose of this assignment is for you to learn about some of the less pleasant aspects of having a disability. As has been stated in class, the experience you will likely have when simulating a disability differs markedly from the day-to-day experience people who have disabilities and have gone through rehabilitation experience, in that they usually lead relatively happy and fulfilling lives. To complete this assignment you will select a partner from the class. You will select a disability to assume from the list below.

- Dominant hand impairment
- Hard of hearing
- Low vision
- Mobility impairment (crutches user)
- Mobility impairment (wheelchair user)
- Total blindness

You will assume the disability for 30 minutes. You will engage in typical activities such as exercising, socializing with friends or family, shopping, or eating. You will note the ways in which the simulated disability affects the task(s) you complete during that 30 minutes. Your partner will observe how others treat you and will help you only if you are encountering danger. Your partner will also note your facial expressions and comments that indicate your feelings during the simulation. Then, you will switch roles and repeat the above process. Thus, you will be both the observer and the person with the simulated disability.

Submit a three-or-more-page essay that answers the following questions as the product of your assignment.

- (1) Which disability did you assume? How did you “impair” yourself during this exercise?
- (2) Where were you when you assumed the disability? Describe the setting, amount and type of people around you, other events taking place in the setting, etc.
- (3) Relate the tasks you completed while simulating the disability.
- (4) Describe your feelings and thoughts as you assumed the disability.
- (5) Describe any difficulties you encountered in completing the task(s).
- (6) How did you work through the difficulties?
- (7) As you look back on the disability simulation, what strikes you most about being disabled?
- (8) As you look back on the disability simulation, what strikes you most about watching your partner be disabled?

(9) When you watched your partner be disabled, what comments or facial expressions did you notice the partner exhibiting?

(10) Speculate on what prompted the facial expressions and comments you observed in your partner with a disability.

Architectural Accessibility Assignment (aaa)

The purpose of this assignment is for you to gain hands-on experience in accessibility for people with disabilities. Browse to the U.S. Department of Justice's website at <http://www.ada.gov/checktxt.htm> to download The Americans with Disabilities Act Accessibility Guidelines. Print out these guidelines and visit a local venue of your choosing. Examples of venues include, but are not limited to, campus buildings, restaurants, bars, stores, schools, playgrounds, libraries, and exercise facilities. Should you wish to assess a venue other than the ones listed here, consult your instructor. Analyze the venue for physical barriers to accessibility for people with disabilities based on the accessibility guidelines. You need not complete the entire checklist. However, you must locate at least three accessible features of the venue and three inaccessible features, according to the ADAAG. Prepare a written report of your findings including the following:

- (1) information about the venue you investigated
 - (a) List the name, full mailing address, phone number, and website of the venue you surveyed for physical access.
 - (b) Provide the name(s) and professional title(s) of the venue representative(s) who accompanied you, if any.
- (2) List three accessibility features that were present in the venue you surveyed.
- (3) List three barriers to access you discovered at the venue you surveyed.
- (4) Describe how you communicated your findings to the venue representative(s).
- (5) As you think back on what you discovered in terms of accessibility in the venue you surveyed, what stands out in your mind most? Explain thoroughly.
- (6) Appendix A: Materials and Data of your survey

Hand your instructor the hardcopy ADAAG printout you used during your accessibility survey. The instructor will evaluate the extent of the hand-written notes you took about your venue of choice.

Capstone Project (cp)

The purpose of this assignment is to provide you the opportunity to reflect back upon what you have learned as a result of engaging in the required readings, class discussion and activities, and course assignments in Education 244 over the past semester. The two strands of teacher preparation related to students with disabilities, instructional strategies and the examination of belief systems, explored during the semester will form the bases of this assignment.

- (1) Your task is to select one of the demonstration formats below or to propose one not listed.
 - traditional written paper (7-10 pages in length; five academic sources other than the textbook or encyclopedias)
 - universally-designed multimedia presentation with class handout (10 minutes in length)
 - universally-designed original mini play, poem, song, or other creative work (10 minutes in length)

- universally-designed original board, computer, or sports game (10 minutes in duration)
- (2) Through the demonstration product you have selected from above or proposed to your instructor, carefully and thoroughly address each of the following questions.
- (a) How have I grown as a pre-service teacher as a result of taking Education 244? If you feel you have not grown, describe your current understanding.
- (b) What areas of including students with disabilities in your classes do you still want to know more about? How do you intend to continue your own development in these areas as a teacher? Include five specific sources for furthering your research. Prioritize the research you intend to do.
- (c) Identify an instructional strategy covered during the semester that you find particularly useful for your own classroom. Explain why it is particularly useful. Suggest which type of student it is designed for. Through the writing of a learning objective for all of your students, demonstrate the implementation of the instructional strategy for a student with a disability in your class. How will you assess this student with a disability's learning?

Final Reflection Assignment (fra)

The purpose of this assignment is to encourage you to reflect back upon the course this semester in terms of your thinking related to teaching students with disabilities. Thoughtfully answer the following questions in an essay of at least two paragraphs in length.

- (a) During the semester you were asked to participate in the following activities and assignments:
- Video on including students with disabilities shown in class
 - Guest speakers
 - Interview with Family Member of Child or Adult with a Disability
 - Disability Simulation Assignment
 - Architectural Accessibility Assignment

For purposes of this question, you may create a numbered list of three items. Select the three activities/assignments from this course that most impacted the way you think about teaching students with disabilities. Number the most impactful activity/assignment as 1, the second as 2, and the third as 3.

- (b) Write a paragraph comparing your **current ability and confidence** in teaching students with disabilities, as compared to when the semester began. Be as specific as possible.
- (c) Write a paragraph comparing your **current beliefs and thoughts** about inclusion in all parts of life, as compared to when the semester began. Be as concrete as possible.

Reading Reflections (rr)

The purpose of these exercises is to encourage you to reflect upon the readings assigned each week for class. Reading Reflections will be due at 5:00 p.m. every Tuesday except the first week of class. Therefore, you will be expected to turn in a total of twelve reflections. Reflections turned in late will

receive no credit. Before 5:00 p.m. on each Tuesday that a Reading Reflection is due, you are to add to your RR template file 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, scenario-based, short-answer, and multiple-choice questions. Questions emphasizing the implementation of instructional strategies for the effective instruction of students with disabilities will be present.

Professionalism

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education 244, Section Z, 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.

Five 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
In-Class Debate	10
Family Member of Child with a Disability Interview	10
Midterm Examination	10
Disability Simulation Assignment	10
Architectural Accessibility Assignment	10
Capstone Project	15
Final Reflection Assignment	5
Reading Reflections	10
Final Examination	10
professionalism/participation	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	Readings Due	Other Assignment
1/19	Introductions; Legislation, Educational Referral, and Placement	Syllabus; VB&S Chap. 1 pp. 1-33	none
1/26	GS: Joe Kempfer; Collaboration with Families; Inclusive Schooling	VB&S Chap. 2 pp. 34-63; B Issue 14 pp. 293-310	Reading Reflection 1; Family Member Interview questions and introductory paragraph
2/2	Learning Disabilities	VB&S Chap. 3 pp. 64-79; B Issue 16 pp. 330-348	Reading Reflection 2; Debate 16
2/9	GS: Kate Miller; Attention Deficit Hyperactivity Disorder	VB&S Chap. 3 pp. 80-93; B Issue 17 pp. 349-372	Reading Reflection 3; Interview with Family Member; Debate 17
2/16	Communication Disorders	VB&S Chap. 4 pp. 94-119; B Issue 15 pp. 312-329	Reading Reflection 4; Debate 15
2/23	Emotional and Behavior Disorders	VB&S Chap. 5 pp. 120-141; B Issue 19 pp. 396-411	Reading Reflection 5; Debate 19
3/2	8:00-9:30 p.m., Memorial 202	covering content through 2/23	Midterm Examination
3/2	6:30-7:55 p.m. GS: Robbie Graves	VB&S Chap. 6 pp. 142-159; B Issue 18 pp. 373-395	Reading Reflection 6
3/9	no class; spring break	none	none
3/16	Autism Spectrum Disorders; Intellectual/Cognitive Disabilities	VB&S Chap. 7 pp. 160-183; B Issue 11 pp. 223-239	Reading Reflection 7; Disability Simulation Assignment; Debates 18 & 11
3/23	GS: Edith and Wendy Novak; The Americans with Disabilities Act	VB&S Chap. 8 pp. 184-192; B Issue 1 pp. 2-14	Reading Reflection 8; Debate 1

3/30	GS: Denise Brown; Students Who Are Hard- of-Hearing or Deaf; Special Education Funding	VB&S Chap 8 pp. 193-196; B Issue 6 pp. 104-132	Architectural Accessibility Assignment; Reading Reflection 9; Debate 6
4/6	Physical and Other Health Impairments; Assessment and Accommodations	VB&S Chap. 8 pp. 197-208; B Issue 12 pp. 250-268	Capstone Proposal; Reading Reflection 10; Debate 12
4/13	GS: Tony Swartz, Debbie Rozear, and Donna Hendrickx; Blindness and Low Vision	VB&S Chap. 9 pp. 210-233; B Issue 13 pp. 269-292	Reading Reflection 11; Debate 13
4/20	Student Behavior/Promoting Social Acceptance; Minority Over- Representation in Special Education	VB&S Chap. 10 pp. 234-263; VB&S Chap. 11 pp. 264-291; B Issue 3 pp. 38-69	Capstone Project; Reading Reflection 12; Debate 3
4/27	Wrap-Up/pizza party!	none	Final Reflection Assignment; any remaining debates
5/4	6:30 p.m., Memorial 202	content from 3/2 onwards	Final Examination