

Introduction To Special Education (ECE K150)

SYLLABUS SPRING 2009

Thursday 3:30 – 6:15 PM

Room # D122

Three Rivers Community College
Norwich, Connecticut 06360

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Office Hours: by appointment

COURSE DESCRIPTION:

3 Credit hours

This course introduces students to the role of special education as well as its basic principles and practices. Among the topics addressed is an historical perspective on current practices, laws, regulations, and ethical codes governing special education; political, social and philosophical issues in special education; researched-based intervention and instructional methods in special education; the roles of the teacher, support staff, and instructional paraprofessionals; and the process of making decisions about the education of individual special need children.

PROCEDURES:

This course is designed to allow the student to participate in the educational process through the use of a variety of learning techniques and activities. All students are expected to participate in and contribute to classroom learning activities.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

1. Demonstrate practical understanding of special education terminology and procedures (NAEYC Standards- 4b,4c,5b,5d)
2. Show awareness of characteristics associated with common groups of exceptional learners and specific educational techniques used to assist them (NAEYC- 1a,1b,4b)
3. Express a basic understanding of statistical principles and assessment techniques used to evaluate and classify the skills/ abilities of young and school-aged children (observation, documentation, standardized testing) (NAEYC- 3a,3b,3c,3d,4d)
4. Understand both state and federal laws, regulations, and ethical codes governing special education and how it impacts children with special needs and their families (NAEYC- 2c,5b,5c,5d)
5. Discuss and understand the different programs, support services, curricula, and professional responsibilities associated with special education (NEAYC- 2c,4b,5b)
6. Demonstrate awareness and understanding of the changing political, social, and philosophical issues in special education (NAEYC- 2a,4a)
7. Make informed and confident decisions about how to provide exceptional learners with an appropriate education NAEYC- 1a,2a,3b,4a)
8. Apply knowledge that will allow them to further develop skills necessary to work successfully with exceptional learners of all ages (NAEYC- 2b,2c,3b,4b,4c,5a,5c,5d,5e)

Method of Evaluation:

Class attendance and individual contribution

Focus Question responses (weekly)

Terminology Quizzes (2 + optional final)

Site-Visit and written summary

Exceptionality Project

Position Paper

Notebook

COURSE REQUIREMENTS AND EVALUATION BREAKDOWN:

Course Requirements	% of grade
1. Position Paper	20%
2. Exceptionality Project	20%
3. Site Visit and Written/Oral Summary	15%
4. Focus Question Responses	15%
5. Terminology Quizzes (2)	10%
6. Notebook	10%
7. Class Attendance	10%

GRADING SCALE:

The following numerical grade system will be used:

Grade	Equivalent	Quality Points
A	96 – 100	4.0
A-	90 – 95	3.7
B+	86 – 89	3.3
B	83 – 85	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 – 66	1.0
F	<63	0.0

ATTENDANCE GRADING SCALE:

This course is designed in such a way that weekly attendance is necessary to gain required knowledge to meet course objectives. Therefore, students that are registered for this course are naturally expected to attend class regularly. Class absence will negatively impact your final course grade through your attendance/participation grade (worth 10% of final grade) as follows:

NO ABSENCES = 100 pts.

ONE ABSENCE = 96 pts.

TWO ABSENCES = 89 pts.

THREE ABSENCES = 78 pts.

FOUR ABSENCES = 68 pts.

FIVE or MORE ABSENCES = 00 pts.

There are no exceptions to this policy. Significant illness leading to class absence will require a doctor's note.

MAKEUPS/MISSED CLASSES:

Students are required to participate and complete all assignments by the established due date (*class absence will not excuse due date completion*). Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements with the instructor prior to the date work is due. A grace period of one week is permitted for late work with a 10% automatic point reduction. No credit will be given for late assignments past the one-week grace period without prior instructor consent.

EARLY WARNING POLICY:

In addition to a review of grading policy and course requirements at the start of the semester, each student will receive a personal grade sheet to monitor their on-going performance in the course throughout the semester (see attachment). In addition, I will regularly communicate with each student by mid-semester who is in danger of failing due to academic difficulty or poor attendance.

COLLEGE WITHDRAWAL POLICY:

Students may withdraw in writing at the registrar's office for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor and advisor.

DISABILITIES AND LEARNING DIFFERENCE STATEMENT:

If you have a hidden or visible disability or learning difference that may require classroom or test-taking modifications, *please see me as soon as possible*. If you have not already done so, please be sure to register with the Student Development Office at the Mohegan Campus (Chris Scarborough – Student Disabilities Counselor).

CELLULAR PHONES AND BEEPERS:

Use of cellular phones and beepers are permitted in class only if turned to silent mode. Under no circumstances are phones to be answered in class.

COURSE OUTLINE:

Introduction To Special Education (ECE K150) – Spring 2009

(Est. Dates) Topic

- | | |
|-------------------|---|
| <u>Weeks 1- 4</u> | I. Special Education: Philosophy and History <ol style="list-style-type: none">A. Defining “Disability” / Purpose of Special Education<ol style="list-style-type: none">1. Diversity within our schools2. Cultural Influences on learning: The Cultural Deficit Model vs The Cultural Difference Model3. The “goal” of special educationB. History (Evolution) of Special Education movement<ol style="list-style-type: none">1. From “Cast-Outs” to “Protected” (500B.C.- 1700’s)2. The Era of “Training” (1800’s) - Jean Marc Itard3. The “Golden Age of the Institution” to “Equal Access and Opportunity” (1875 – Present)4. Legislation and LitigationC. The Individuals with Disabilities Education Act (P.L.94-142) and subsequent re-authorizations including “No Child Left Behind” |
| <u>Weeks 5-8</u> | II. Procedures and Regulations in Special Education: <ol style="list-style-type: none">A. Issues related to “eligibility”<ol style="list-style-type: none">1. Classification and “Labeling”2. Early Intervention Services- “Good Teaching”: The Student Intervention Team/Child Study Team |

3. The “Discrepancy Model” and “Response to Intervention” (RTI)
 4. Section 504 vs Special Education
 5. Basics of Assessment (Population Statistics)
 - Observation Techniques
 - Standardized Testing
 - Curriculum Based Assessment
 - Functional Assessments
 6. The Planning and Placement Team/ “PPT”
- B. Issues related to “services provided under special education”
1. The Indiv. Education Plan (IEP)/Indiv. Family Service Plan (IFSP)
 2. “Least restrictive environment” and the “continuum of services” (“mainstream” to “out of stream” placements)
 3. Related Services and Related Service Providers
 4. Academic/behavioral goal writing
 5. Modifications and Accommodations to assist learning
- (Site-Visit Report Due)*
(Terminology Quiz #1)

- Weeks 9-12 III. Practices and Techniques in Special Education:
- A. The Exceptionalities (Characteristics and Interventions)
1. Intellectual Impairment
 2. Learning Disabilities
 3. Autism Spectrum Disorders (Asperger’s Syndrome; Autism)
 4. Communication Disorders
 5. Serious Emotional Disturbance
 6. Attention Deficit Hyperactivity Disorder and Other Health Impairments
 7. Visual Impairments
 8. Orthopedic Impairments
 9. Gifted and Talented
- C. General Interventions/Procedures
1. Explicit Instruction
 2. Content Enhancements
- (Exceptionality Project Due)*

- Weeks 13-15 IV. Topics of “Special” Interest in Special Education:
- A. Inclusion: Pros/Cons and Reality/Myth
- B. Behavioral Intervention basics
- C. Current Trends in Special Education/”RTI”
- (Position Paper Due)*
(Terminology Quiz #2)
(Notebooks Due)
(Optional “final exam”)

REQUIRED TEXT:

Introduction to Special Education (ECE K150-Spring 2009) has **no** required text. Handouts/ materials reinforcing classroom learning will be distributed weekly. The following texts/websites provided good reference materials:

Heward, William, Exceptional Children-An Introduction to Special Education- Eighth Edition. Upper Saddle River New Jersey: Pearson Prentice Hall, 2006.

Mastropieri, Margo, and Scruggs, Thomas, The Inclusive Classroom- Strategies for Effective Instruction. Upper Saddle River New Jersey: Pearson Prentice Hall, 2000.

Paciorek, Karen, Early Childhood Education- Annual Edition. Dobique, IA: McGraw-Hill, 2007

Gober, Sue, Six Simple Ways To Assess Young Children. Albany, NY: Delmar, 2002

State of CT, Dept. of Ed., The Connecticut Framework- Preschool Curriculum Framework, 1999

Smith, Deborah, and Tyler, Naomi, A Focus on Diversity- An Awareness Of Differences- Second Edition, Boston, MA: Allyn and Bacon, 1992

National Association for the Education Of Young Children <http://www.naeyc.org>

Nation Association of School Psychologists [http:// www.nasponline. Org](http://www.nasponline.Org)

SEMESTER DATES OF IMPORTANCE FOR *ECE K150*:

Jan. 22 nd	-Class begins
Feb. 3 rd	-Last day of Add/Drop and Partial Tuition Refund
March 19 th	-No class (Spring Recess!!)
April 29 th	-Last day to withdraw from class with instructor or advisor's signature
May 14 th	-Last regular class period
May 22 nd	-Course grades submitted

Name: _____

PERSONAL GRADE RECORDING SHEET
ECE K150

Weekly Focus Question Responses

Average of all response questions Grades = Grade _____ (15%)

Site Visit and Oral Summary

Grade _____ (15%)

Position Paper

Paper Grade _____ (20%)

Exceptionality Project

Oral Grade _____
Visual Display Grade _____
Average _____ (20%)

Terminology Tests

Test #1 Grade _____
Test #2 Grade _____
Optional Final _____
Average Grade #1 _____ (10%)
Or Average #1, #2 & Final _____

Notebook

Grade _____ 10%

Attendance/Participation

Grade _____ 10%

Final Numerical Weighted Grade _____

Recorded Letter Grade _____

ASSIGNMENT CRITERIA AND SCORING RUBRICS

NOTEBOOK/JOURNAL REQUIREMENT

Each student is responsible for developing and maintaining a course notebook/journal. This notebook/journal will be submitted at the end of the semester for a grade worth 10% of the final course grade. The intent of this assignment is to have each student maintain a “neat” and “orderly” working document on special education/education to be used for reference both during this class and for subsequent courses and work experiences in education/child development.

The notebook/journal should contain the following materials arranged neatly in a 3-ring binder:

- all class notes
- all handouts
- all assignments/activities
- terminology quizzes
- focus question responses

Notebooks/journals will be graded on “thoroughness” and “neatness/organization”. Class notes do not need to be typed but should be legible and organized by date or topic. Notebook will be graded according to the following:

- √+ = “A” – Notebook is complete with all materials. Materials in notebook are neat and securely attached. A few additional materials are included to support learning (articles of interest, one/two personal reflections, etc.). Materials are attractive with attention to detail observed.
- √ = “B” – Notebook is complete with all materials. Materials in notebook are neat and securely attached. Materials are attractive with attention to detail; or additional materials may be present but notebook lacks attention to detail/neatness.
- √- = “C” - Notebook lacks completeness but is not seriously incomplete, and/or lacks neatness. Materials in notebook are not secure or may lack organization.
- = “F” - Notebook is seriously incomplete with many missing or lost materials. Materials that are present lack organization and/or neatness in appearance.

Overall Notebook Grade is based on “Presentation”/”Organization”, “Completeness”, and inclusion of “Supplemental Material”.

FOCUS QUESTION RESPONSES:

A focus question will be provided at the start of each class period (presented on board for copying) to help organize and direct learning. Presented class lecture material and class activities will provide learning needed to answer these posed questions. Following each class period, each student will be required to summarize learning by submitting a response the focus question due at the start of the next class. Focus question responses are aimed to help organize learning and reinforce material presented.

Responses need not be typed but must be legible and well organized for understanding (grammar, spelling). Length should be sufficient to “adequately” address the topic and summarize learning presented. While many focus questions allow for response with both factual information and opinion, factual data should not be ignored. Responses need not be longer than 1-3 paragraphs per question (no more than one page).

Responses for each Focus Question should be arranged as follows:

Focus Question # _____
Name: _____
Date: _____

Your Response.....

Focus Questions will be graded as follows: $\sqrt{+}$ = 100 - Response adequately covers topic and is well written.
 $\sqrt{}$ = 78 -Response requires slightly more coverage; or lacks clarity in meaning.
 $\sqrt{-}$ = 65 -Response lacks adequate coverage; poorly written.
0 = -Not submitted

SITE VISIT ASSIGNMENT and PRESENTATION:

Research and obtain information on a particular facility (program) that interests you. The facility should provide educational/developmental support services to a special education population or to young children with identified developmental needs (Head Start Program). *Please have your program selection approved by the instructor prior to making an appointment.*

Contact a program and make an appointment to visit and interview a “significant player” within the agency. The site visit interview should be structured to obtain as much information about the program as possible.

The following is a list of questions you **may wish** to use during your site visit. Please feel free to modify your approach and the questions based on the facility and/or interviewee:

- What population does your program serve?
- How are individuals referred to your program?
- What is the average age of the population you serve?
- What is the average length of stay in this program?
- What types of services/interventions are offered in this program?
- Are there both formal and informal means of assessing performance used?
- What credentialing is required for the staff?
- How and to what extent are families involved in the programming?
- What does a “typical” day look like for an individual in this program?
- Is there an information handout (booklet) describing your program that I can share with others.

Each student is responsible for preparing a **five-minute** “informal” presentation to the class on their site visit experience. The simple objective is to educate the class about the program you visited. Emphasis should be placed on creating a presentation that describes the environment, the program components, and the population served. What appeared to be strengths/weaknesses of the program (environment, policies, practices)?

A paper summarizing the program should be developed from the information you obtain. It should reflect your thoughts and feelings about the program as well as the basic program information. Your paper, due the day of oral presentation, should be between 2-3 pages in length, typed, and double- spaced. Grade on the written paper will be based on:

1. Grammar/ease of comprehension/format
2. Depth of program description (review of program design including setting, staffing, description of population served and explanation of program purpose, statement of program strength/weakness)

RESEARCH POSITION PAPER

A research/position paper will be developed and written on a “topic” related to **Special Education** or **Schooling/Services for Exceptional Learners**. Topics focusing on characteristics of “exceptionalities” are to be avoided (ADHD, Autism, etc.). Each student will choose (*with instructor’s consent*) a topic to investigate (see sample topics below), from which a personal opinion on the subject matter will be generated and shared supported by data researched. Papers **must** include: 1) a brief historical review of the topic under investigation; 2) explanation of importance to special education/ special ed. population; 3) a personal opinion on the topic supported by research findings. (Grading Rubric to be provided). No more than two students will be allowed to cover the same topic.

Sample Topics:

- Inclusion
- No Child Left Behind
- Grade Retention
- High Stakes Testing
- School-based Community Health Services
- Adversive Therapy
- School suspension and emotional/behavioral disabilities
- Medication vs behavioral techniques in treating ADHD
- Grade retention/social promotion and future school success
- Successful techniques for the treatment of autism`
- School Discipline and Special Education
- School Privatization
- Early Intervention Initiative
- Home Schooling

The body of the paper is required to be **3 -5 pages** in length (12pt. Font/Double Spaced) and in addition also include a: **Title Page** –formatted as follows:

Title
Course Name and Number
Instructor’s Name
Your Name
Submission Date

Bibliography Page (APA-Format ; Citing a minimum of three (3) resources)

POSITION PAPER RUBRIC (16 possible points)

1. Format

- 1 pt. – Lacks required length and structure; less than three sources used and lacking APA format
- 2 pts. – Lacking required length or appropriate general structure; sources not provided in APA format
- 3 pts. – Required minimal length with appropriate general structure; Three sources used with appropriate/near appropriate APA format
- 4 pts. – Non-minimal length and appropriate format with three or more sources used from at least two different mediums (internet, books, journals).

2. Grammar/Expression

- 1 pt. – Numerous spelling/grammar errors seriously impacting readability of paper
- 2 pts. – Several spelling/grammar errors causing minor distraction from expressed content; awkward phrasing of content.
- 3 pts. – Minor spelling or grammar errors; content expressed clearly
- 4 pts. – No spelling or significant errors in grammar; written in a fluent and highly comprehensible manner

3. Breath/Depth of Topic Coverage

- 1 pt. – Neither appropriate breath nor depth of subject coverage; one or two supporting factual arguments mentioned with few supporting details mentioned backing points of view.
- 2 pts. – Breath or depth of coverage not sufficient; topic's relation to special education not made clear or supported.
- 3 pts. – Appropriate depth/depth of topic coverage; pro/con arguments supported by several facts with sufficient detail backing majority of points expressed; topic's relation to special education made clear
- 4 pts. – Strong breath/depth of topic coverage; arguments supported by multiple points (>4) with good detail backing each point; topic is made extremely relevant to special education

4. Statement of Personal Position

- 1 pt. – Statement of personal position is not given and no supportive details/ facts are provided.
- 2 pts. – Statement of personal opinion is weak or vague; minimal supportive detail/ facts are used to defend position stated.
- 3 pts. – Personal position is clearly stated and at least two supportive details/facts are provided.
- 4 pts. – Position is clearly stated with three or more supportive details/facts provided to defend position taken.

EXCEPTIONALITY PROJECT

Groups will be formed to gather information on a specific disability area, orally present information to the class, and provide a visual display of critical information usable by classmates. Each group will schedule a brief consultation with the instructor (before/after class) prior to presentation to briefly review material. For this group project, 30 of the 40 points will be awarded for group work and 10 points will be awarded for individual performance. Group members and group topic will be assigned randomly. See below for both Oral and Visual Display guidelines:

Oral Presentation: Each group will present to the class on the topic assigned. Each presentation should last approximately 15 minutes in length and should summarize major findings, covering material outlined in the grading rubric. In addition, each group member, after consulting with other group members, will develop and turn in one test question to the instructor on the day of topic presentation on information specifically covered by the presentation. Test questions will be included on the 2nd Terminology Test.

Visual Display: Each group is responsible to construct a visual display of critical topic information that can be used by classmates for future reference. Visual medium may include, but is not limited to, any of the following: informational brochure, power point presentation, informational/fact sheet, story narrative, video, etc. (Creativity is welcomed). Visual display is due with oral presentation. Scoring rubric should be reviewed.

EXCEPTIONALITY PROJECT “ORAL PRESENTATION” SCORING RUBRIC

Content Expectations	Score	Comment
Category of exceptionality presented accurately, clearly, and consistent with State/Federal Guidelines- (3 pts)		
Historical perspective/development referenced- (3 pts)		
Important “characteristics” of exceptionality reviewed- (3 pts)		
Diagnostic assessment approaches reviewed- (2 pts)		
Educational considerations/limitations (impact on classroom learning discussed)- (2 pts)		
Researched based intervention/accommodations found helpful- (3 pts)	(16 pts)	
Individual Presentation expectations		
Speaks clearly/ Fluid expression of content (2 pts)		
Eye contact established (2 pts)		
Appears sufficiently knowledgeable/equal time presenting (3 pts)		
Handed in test question (3 pts)	(10 pts)	

EXCEPTIONALITY PROJECT “VISUAL DISPLAY” SCORING RUBRIC

Content Components	Score	Comment
Category of exceptionality presented accurately, clearly, and consistent with State/Federal Guidelines- (2pts) Important “characteristics” of exceptionality stated- (2 pts) Educational considerations/limitations (impact on classroom learning/general development included)- (2 pts) Researched based intervention/accommodations found helpful- (2 pts) Provides references to gain further information –(1pt)	<hr/> (9 pts)	
Visual Presentation/Format		
No spelling/typographical or grammatical errors Clear and attractive presentation Creative/engaging to the audience (5 pts)	<hr/> (5 pts)	

ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College Definitions of Academic Dishonesty.

General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.