CASPER COLLEGE COURSE SYLLABUS
EDEX 2484-01 - Introduction to Special Education

Semester/Year: FALL 2006

Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

Class Time: 4:00 – 6:50 p.m Day: Monday Room: CE 116

Instructor’s Name: Clare Eastes

Instructor Contact Information: Office Phone: 268-2710
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Office #: CE 122
Contact by phone first and leave message, contact by
e-mail, visit in person during office hours

Office Hours: Monday 1:30 p.m. - 3:30 p.m.
Tuesday 3:30 p.m. - 4:30 p.m.
Wednesday 1:00 p.m. - 2:00 p.m.
Thursday 1:00 p.m. - 2:00 p.m.
Tuesday, Thursday, Friday a.m. - Visiting public schools

COURSE DESCRIPTION/PRIMARY GOAL: This course is designed to meet the
needs of education majors for a required course in Special Education. It provides a broad
overview of effective intervention models of instructional and/or behavior techniques for
special needs students within an inclusion setting and/or other continuum of special
education options which meet the least restrictive environment. Finally, this class would be
helpful for individuals in other fields who need an introduction to the field of special
education.

STATEMENT OF PREREQUISITES: EDFD 2020 (Foundations of Education)

GOALS: PTSB Standards and Activities Addressed in this Class:

1. The preservice teacher sees development as both a socio-cultural and
   biological phenomenon.
   (UW COE –Standard 2.4 – Developmental Theories);
   (PTSB – Standard I.ii: Student Learning)
   Standard I.ii.1 – The teacher candidate understands all children have
   similar patterns of learning, and these patterns vary
   individually within the areas of cognitive social, emotional, and
   physical development;
   Standard I.ii.2 – The teacher candidate is competent in using
   developmental theories to provide appropriate learning
   opportunities to influence all students’ learning; and
   Standard I.ii.3 – The teacher candidate is respectful of all students’
   diverse developmental levels.
Ø Know the etiology of each disability

2. The preservice teacher understands that schools are comprised of diverse learners who differ in their approaches to learning.
   (UW COE - Standard 3.1 – Diverse Learners/Differentiated Instruction)
   (PTSB-Standard I.iii: Students’ Diversity)
   Standard I.iii.1. The teacher candidate understands how all students differ in their approaches to learning.

Ø Provide a general overview and characteristic of a disability for a sample student

3. The preservice teacher is competent in behavior management that is reflective of the needs and practices of diverse learners. This competence includes knowledge of classroom management skills, intervention strategies, motivational techniques, and monitoring and documenting student behavior.
   (UW COE - Standard 5.4 – Democratic Learning Environments)
   (PTSB – Standard I.v: Classroom Environment)
   Standard I.v.1: The teacher candidate is knowledgeable about classroom management theories which encourage individual and group motivation to learn
   Standard I.v.2: The teacher candidate is competent in facilitating a positive classroom environment while collaborating with parents, education professionals and support staff.

Ø Develop a behavior management/curriculum materials program and monitoring and documentation form for student behavior for a sample student

4. The preservice teacher considers the following factors when planning for short and long-term learning: individual nature of the student; national, state, and district standards; curriculum goals; subject matter; assessment; instructional strategies; learning theory; student development; and learning styles.
   (UW COE - Standard 7.2 – Planning)
   (PTSB Standard I.vii: Planning Instruction)
   Standard I.vii.1: The teacher candidate is knowledgeable about his/her academic discipline’s curriculum and school district, state, and national standards;
   Standard I. vii.2: The teacher candidate is competent in using assessments’ results as a guide to plan instruction.

Ø Plan individual goals and objectives (benchmarks) for a sample student with a disability (from ARP to IEP) using effective learning techniques and learning style strategies.
5. The pre-service teacher accessed resources such as literature, colleagues, observations, and/or classroom data to support her or his growth and development and that of colleagues.
   (UW COE - Standard 9.2 – Reflective Practitioner)
   (PTSB Standard I. ix: Professional Qualities)
   Standard I. ix 2: The teacher candidate is competent in using reflection and self-assessment to enhance his/her teaching
   Standard I. ix 3: The teacher candidate actively seeks opportunities for professional growth

   Ø Conduct an interview with a special education professional and write a reflective paper
   Ø Locate a variety of opportunities to support exceptional learners at the local, state, and national level

6. The preservice teacher fosters collaborative relationships with school colleagues, parents, and others in the larger community.
   (UW COE - Standard 10.1 – Fostering Relationships)
   (PTSB Standard I.x: Community Participant)
   Standard I.x.2: The teacher candidate is competent in fostering relationships between colleagues, parents and community relationships to promote students’ learning and development

   Ø Interviews and reflections
   Ø Use of community sources such as Parent Resource Center

7. The preservice teacher cares about all students’ well-being; as a result the preservice teacher understands and implements relevant laws and participates in appropriate consultation in respectful, productive ways with all stakeholders.
   (UW COE - Standard 10.2 – Fostering Relationships)
   (PTSB Standard I.x: Community Participant)
   Standard I.x.1: The teacher candidate is knowledgeable about all students and parental rights within the federal, state, and local legal responsibilities and legislation

   Ø Disability awareness activities and review of case law affecting persons with disabilities

8. The preservice teacher understands and appreciates that factors outside school influence students’ lives and learning and is an advocate for students.
   (UW COE - Standard 10.3 – Fostering Relationships)
   (PTSB Standard I.x: Community Participant)
   Standard I.x.3: The teacher candidate advocates for all students; believing he or she has some responsibility to ensuring the success of the community’s educational system.

   Ø Parent Information Center, Parent Education Network, Protection and Advocacy, and Parent Resource Center
OUTCOMES: Course Content and Assignments

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

1. Know the etiology/definition of each disability as measured by a test.

2. Provide a general overview and characteristics of each disability. Students should name and describe the etiology and unique characteristics of the various special education exceptionalities and disabilities including: mental disability, learning disabilities, emotional/behavioral disability, acquired brain injury (traumatic brain injury), autism, communication disorders, hearing impairments, visual impairments, physical and health impairments, and multihandicapped individuals. Students should also state the special learning characteristics of the gifted and talented student. Students will document this knowledge on a final project.

3. Develop a behavior management/curriculum materials program and monitoring and documentation form for student behavior in a final group portfolio project using a case study. Students should develop an individual behavior and/or classroom management technique that is adaptable to an exceptional learner. Students will develop a behavior management plan and a documentation form on a final project.

4. Plan individual goals and objectives (benchmarks) for a sample student with a disability (from At Risk Procedure to Individualized Education Plan) using effective learning techniques and student accommodations, appropriate curriculum match, learning style strategies, and effective use of classroom engineering on a project.

5. Review the major standardized assessment instruments which are commonly used to evaluate students with disabilities. Students gain information about the use of informal quick screens for various disabilities and show a beginning knowledge of how to differentiate between non disabled children and those with disabilities using both formal and informal assessment results. Students demonstrate this knowledge in a final project.

6. State specific medications which are used with a particular disability.

7. Visit/locate a variety of opportunities to support exceptional learners including those which could be useful for transition for special needs students. Students will develop a written information guide, a Resource Guide in Special Ed for General Education Teachers and Parents of Special Needs Children, regarding sources of information available for the general educator, special educator, and parents.
8. Gain a reflective view of a personal special education philosophy by
   1) conducting a special education interview and reflecting on the professional’s comments
   2) writing a reflective paper regarding his/her own special education philosophy using the format given and including such discussions as thoughts on: learning styles, inclusion, labeling, pull-out programs, self-contained classrooms, collaborative/consultative teaching models, least restrictive environment, and multi-cultural issues
   3) sharing thoughts on the required reading book *Driven to Distraction* in a paper.

9. Participate in disability awareness activities and in class case law studies affecting persons with disabilities.

10. Review and identify key legislative events of both federal and state special education laws and the legal guidelines which are needed to provide educational services to students with disabilities. Students will develop a special education flow chart which will describe the special education process from pre-referral to verification of a disability as a portion of their final project.

11. Identify parent advocacy centers such as the Parent Information Center, Parent Education Network, Protection and Advocacy, and Parent Resource Center which would be helpful to parents of students with disabilities. Students will produce a *Resource Guide in Special Education for General Education Teachers and Parents of Special Needs Children*.

**METHODOLOGY:** In general, information will be provided through lectures, class discussions, individual/group problem solving activities, student presentations, partial or complete Individual Education Plan (IEP) development, exams/quizzes and/or classroom projects.

**EVALUATION CRITERIA:**

**COURSE REQUIREMENTS:** The student is responsible for reading assigned chapters *prior to class*, turning in all assignments and projects when due, actively participating in class discussions, and attending class. All course work will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format, and quality of expression, as well as knowledge of material. All out-of-class assignments must be typed, double-spaced, and have a cover sheet. Points will be deducted if all of these professional expectations are not met.

**Course Requirements and Activities:** Graded course work will consist of a combination of the following activities:
   a) Presented information and readings
   b) Practical application problem-solving and in-class activities
   c) Intermittent quizzes to enhance the learning process and check student progress
   d) Written activities
   e) Participation in one major group activity/presentation
   f) Class discussions
Point Scale for Exams/Projects: Point Value for Final Grade: 2,200 Possible Points

All activities will be assigned a point value, and these point values will be outlined prior to the date due. Final grades will be earned on the following percentages:

- 90% - 100% = 1,980 - 2,200 pts = A
- 80% - 89% = 1,760 – 1,979 pts = B
- 70% - 79 % = 1,540 - 1,759 pts = C
- 60% - 69% = 1,320 - 1,539 pts = D
- < 60% = Below 1,320 pts = F

Specific Coursework Evaluation/Assessment:

There are four common assessments for this class, regardless of the instructor.

1. Etiology of each state and federal disability
   (Standard 2.4)
   PTSB – Standard I.ii: Student Learning
   Standard I.ii.1, Standard I.ii.2, and Standard I.ii.3
   (Standard. 3.1)
   PTSB-Standard I.iii: Students’ Diversity
   Standard I.iii1.

2. Develop a portfolio for a student with a disability -- from pre-referral to the IEP which includes behavior management and appropriate curriculum materials
   (Standard 5.4)
   (PTSB – Standard I.v: Classroom Environment
   Standard I.v.1: and Standard I.v.2
   (Standard 7.2)
   (PTSB Standard I.vii: Planning Instruction
   Standard I.vii.1 and Standard I. vii.2:
   (Standard 9.2)
   (PTSB Standard I. ix: Professional Qualities
   Standard I. ix 2: and Standard I. ix 3:

3. Interviews and reflections connected to special education (Standard 10.1)
   (PTSB Standard I.x: Community Participant
   Standard I.x.2:
   (Standard 10.2)
   (PTSB Standard I.x: Community Participant
   Standard I.x.1:
   (Standard 10.3)
   (PTSB Standard I.x: Community Participant
   Standard I.x.3:
4. Develop a portfolio of resources in special education for the general education teacher
   Standard 2.4 See above already referenced PTSB Standards
   Standard 3.1 PTSB Standard Students’ Diversity – Standard I.iii.1 and I.iii.2
   Standard 5.4 See above already referenced PTSB Standards
   Standard 7.2 See above already referenced PTSB Standards
   Standard 9.2 See above already referenced PTSB Standards
   Standard 10.1 See above already referenced PTSB Standards
   Standard 10.2 See above already referenced PTSB Standards
   Standard 10.3 See above already referenced PTSB Standards

These assessments and grades for this class will include the following:

1. Interviews and Reflections Connected to Special Education 400 pts
   1) Special Education Interview Report (200 pts)
      Students conduct one interview with a special education teacher, principal, diagnosticians or school psychologist and submit a written report of questions asked for the interview and the interviewee’s reflective comments to the responses to those questions using handout format.
   2) Reflection Paper on Driven to Distraction (100 pts)
   3) Philosophy of Special Education Paper (100 pts)
      Students use the format on the handout to critically reflect on their own special education philosophy.

2. Etiology/Definitions of Each Federal & State Disability Quiz 100 pts

3. Develop a Resource Guide in Special Ed for General Education Teachers and Parents of Special Needs Children 200 pts
   This needs to include information about professional organizations and resource agencies serving exceptional children within the community, state, and nation.
   (Include web sites on this.)

4. FINAL - PORTFOLIO FOR A STUDENT WITH A DISABILITY 1000 pts
   The FINAL will be a group project in which students will analyze a SAMPLE STUDENT who has an educational disability of Learning Disability, Emotional Disability, or Mental Disability and incorporate the following components into the project for a Final Portfolio:
   The group will:
   -1- select a sample student and state the student’s presenting problem
   -2- state the sample Comprehensive History/Education History (1/2 page maximum) for the student
   -3- state the assessment data for the student (include age and grade of student)
   Should include in the portfolio:
   a. IQ scores [including FSIQ, PIQ, VIQ, and scaled scores];
   b. Achievement test scores;
   c. Any other evaluations used to diagnose the disability.
   d. Discuss whether there are discrepancy score issues.
-4- explain the pre-referral process with a flow chart to describe the special education process from pre-referral to verification of a disability
-5- explain the appropriate membership of the IEP Committee
-6- determine and state a suggested disabling condition of the student
-7- describe the possible etiology (cause) of the student’s disability.
-8- identify some characteristics of this student’s disability.
-9- state some possible education strategies for this type of disability and discuss the least restrictive environment/placement for the student
-10- explain which related services will be needed
  (This should include transitional services for an older student.)
-11- identify student learning style strengths and weaknesses
  What assessment information indicates that?
-12- Attach an Annual Goals and Objectives/Benchmarks page and include the following information:
  a. Special Education or Related Service Area of Need
  b. Present Levels of Performance in the General Curriculum
     (or for Preschool - Participation in Appropriate Activities)
  c. TWO Measurable ANNUAL Goals
  d. TWO Objectives/Benchmarks (ONE for EACH annual goal which are developed from Wyoming State Standards)
     (You can find these standards on the internet or in the public schools.
  e. ATTACH A COPY OF THE STANDARDS YOU ARE ADDRESSING TO YOUR PROJECT.
  f. Anticipated Start Date and Anticipated End Date for each objective
  g. Measurable Indicators
-13- Attach a LESSON PLAN to support instruction of ONE of the above objectives. (This would be a small lesson which would teach one of the objectives.)
Lesson Plan Components (Present in class) using the following components:
  -1- Title
  -2- Educational Objective
  -3- Materials
  -4- Procedures (List sequential steps for the lesson)
  -5- Assessment/Evaluation Method (To determine whether Educational Objective has been met)
  -6- State which Wyoming State Standard/Benchmark is being taught
     ATTACH COPY OF STANDARD/BENCHMARK TO LESSON which is highlighted to show the exact standard and benchmark taught
-14- develop a data collection instrument for an accountability record-keeping system to monitor and document student progress for ONE of the benchmarks/objectives for the student. (This should be a BLANK FORM suitable for recording the progress on the ONE objective.)
-15- develop a measurable behavioral objective and suggest a behavior management plan for the student
-16- develop a computer-generated copy of a classroom layout which would suggest an effective instructional environment for your student’s disability
-17- Project Organization and Professionalism
-18- Project Presentation (Bring material for one student to conduct the Lesson Plan to class)

5. Class Participation Grade
   (Determined by comments offered in class, questions asked, and class participation - Class participation worth 35 points for each of 14 classes + 10 additional points for participating in all classes.)

REQUIRED TEXT, READINGS, MATERIALS:

1) Driven to Distraction - Hallowell and Ratey
2) EDEX 2484 - Special Education Packet
3) Internet / Library Research

CLASS POLICIES:

Last Date to Change to AUDIT status: See Casper College catalog.
Last Date to WITHDRAW from class: Anytime PRIOR to finals week.

ATTENDANCE AND MAKE-UP POLICY:

ATTENDANCE IS REQUIRED. Students are expected to attend all class sessions. Additional information is presented in each class which is not in the textbook. Excessive absences (more than 3 classes during a semester) will affect students’ grades. Out-of-class assignments are due on the date listed in the schedule of assignments section at the BEGINNING of class. Papers turned in after the beginning of class will be considered late and points will be deducted. Late work will not be accepted without PRIOR approval. Students should contact the instructor by phone, answer machine, or e-mail regarding absences whenever a paper is due. No late papers will be accepted during finals week. Students are not allowed to make up class participation points when absent. Repeated requests for extensions will not be allowed. These are the same standards that you as a teacher might use in order to teach your students responsibility and a work ethic.

Students must also participate in class discussions. Appropriate student responsiveness and problem solving effort comprise an important component of this course.

Students must fully participate in all group activities and assignments.

Students must read the assignment readings.

STUDENT RIGHTS AND RESPONSIBILITIES: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and
responsibilities as a Casper College Student. It is expected that students will conduct themselves in a civil and respectful manner during class meetings and in individual meetings with the instructor.

CHAIN OF COMMAND: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the division chair (Dr. Dave Cherry) and then through the vice president for academic affairs (Dr. Carmen Simone).

ACADEMIC DISHONESTY: Cheating and Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA ACCOMMODATIONS POLICY: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.

NOTICE OF BACKGROUND CHECK: All education students are subject to background checks and fingerprinting for selected educational coursework involving student contact and future employment as professionals in education and related fields.
### CALENDAR OR SCHEDULE INDICATING COURSE CONTENT:
#### FALL 06 – 01

#### SESSION 1:
**AUGUST 28**
- **Class Expectations & Requirements- Syllabus**
- Unit 1 (Introduction)
  - Wyoming’s Disability Categories – An Overview & Definitions
  - Wyoming’s Eligibility Criteria Checklists
  - Introduction to the Field of Special Education & Brief History of Treatment and Education of Individuals with Special Needs
  - Continuum of Services
  - Related Services
  - Learning Styles and Brain Hemispheres
  - Current Issues and Trends in Special Education
    - Inclusion and Least Restrictive Environment
    - Multicultural & Bilingual Aspects
  - Differentiated Instruction
  - Parental Reactions to a Child’s Disability

**Assignments:**
- *Your Learning Style* – Notebook Material
- *Disability Categories* - Notebook Material
- *Eligibility Criteria Checklist* - Notebook Material
- *Special Education Legislation* - Notebook Material
- *Interview Report* – Assign

**LABOR DAY – SEPTEMBER 4 TH – NO CLASS**

#### SESSION 2:
**SEPTEMBER 11**
- **Unit 2 – Special Ed Legislation**
  - Special Education Terms and Language – Power Point
  - Major Laws Regarding Special Ed
  - Six Guiding Principles – IDEA – Power Point
  - Find Law – Web Site

**Assignment:**
- *At Risk* - Notebook Material
- *Special Education Placement* - Notebook Material
- *Resources* - Notebook Material
- *Interview Report* – Due Next Week

#### SESSION 3:
**SEPTEMBER 18**
- **DUE: INTERVIEW REPORT**
- **Unit 3 – General Education Teacher’s Collaborative**
  - Role in the Special Education Process
  - Special Education Placement & Referral Process – Power Point
  - Confidentiality Issues & Maintaining Confidential Special Education Records – Power Point
  - At Risk Process – Pre-Referral Process
  - Parental Rights in Special Education
  - Parent Communication Issues – Social Worker
  - Wyoming Rules – Where to Find
  - Parent & Community Collaboration and Resource Agencies
  - Special Education Resource Center & Parent Information Center
  - Professional Organization–Council for Exceptional Children (CEC)
  - Protection and Advocacy Issues
  - Transitions - Child Development Center, NOWCAP, ABE
Assignment:  IEP Information Notebook Material
Goals/Objectives Notebook Material

SESSION 4:  Unit 4 - The Individualized Education Plan (IEP)
SEPTEMBER 25  Individual Education Plan – IEP Power Point
IEP Plan Components
Special Education Process
IEP Paper Form
IEP Development – Power Point
  Writing Measurable Goals & Objectives – Power Point
  Natrona County School District # 1 – IEP Forms
  Annual Goals/Objective Benchmark Form & Samples
  WYCAS Alternative Annual Goals & Objectives
  Wyoming State Standards (Web Sites)
Data Collection & Accountability for Disabilities
Assignment:  Driven to Distraction – Assign

SESSION 5:  Unit 5 – Assessment – Diagnosing the Disability
OCTOBER 2  Assessing, Identifying, & Classifying Children with Exceptionalities
IQ – Achievement- MD-LD-ED- Bender-Draw-a-Person
Assignment:  Resource Guide in Special Education

SESSION 6:  Unit 5- Continued - Assessing, Identifying, & Classifying
OCTOBER 9  Children with Exceptionalities-Continued
Assignment:  Mental Disabilities - Notebook Material
  Acquired Brain Injury (TBI) - Notebook Material

SESSION 7:  Unit 6- Mental Disability - Acquired Brain Injury
OCTOBER 16  DUE:  RESOURCE GUIDE IN SPECIAL EDUCATION
Cause-Symptoms-Effective Teaching Strategies
Task Analysis
Assistive Technology
Classroom Engineering
Assignments:  Learning Disabilities - Notebook Material
  Driven to Distraction – Due Next Week
FALL BREAK – OCTOBER 23 – NO CLASS

SESSION 8  DUE: DRIVEN TO DISTRACTION
OCTOBER 30  Unit 7 - Learning Disabilities Cause-Symptoms
Discrepancy Formula
Quick Screens
Effective Teaching Strategies
Assignments:  Attention Deficit Disorders - Notebook Material

SESSION 9:  Unit 7 - Learning Disabilities and Attention Deficit Disorders
NOVEMBER 6  Curriculum Match & Materials/Classroom Engineering
Assignments:  Emotional Disabilities - Notebook Material
SESSION 10: NOVEMBER 13
Unit 8 - Emotional/Behavioral Disorders and Autism
ED Conditions – Causes - Symptoms
Effective Teaching Strategies
Manifestation Determination and ED
Assignments: Behavior Management - Notebook Material
Special Education Philosophy Paper

SESSION 11: NOVEMBER 20
DUE: SPECIAL EDUCATION PHILOSOPHY PAPER
Unit 9 – Behavior Management/Interventions and Classroom Management
Individual Behavior Plans
Curriculum Match/Classroom Engineering
Data Keeping and Accountability/Record Keeping System (Behavior Charting)
Assignments: Hearing Impairment - Notebook Material
Visual Impairment - Notebook Material

SESSION 12 NOVEMBER 27
Unit 10 - Hearing Impairments & Visual Impairments
GROUP WORK – FINAL PROJECT
Assignments: Communications Disorders - Notebook Material
Physical Impairments - Notebook Material
Gifted - Notebook Material
Etiology / Definitions Quiz – Due 12-11-06
Assignment: Final Project Portfolio – Due: 12-4-06

SESSION 13: DECEMBER 4
DUE: FINAL PROJECT PORTFOLIO PRESENTATION

SESSION 14: DECEMBER 11
DUE: ETIOLOGY / DEFINITIONS QUIZ
Unit 10 – Continued - Communication Disorders
Physical & Health Impairments and Multi-Handicapped Gifted
Adult Transition – The Adult Who is Disabled

SYLLABUS SUBJECT TO CHANGE WITH NOTICE.