Semester/Year: FALL 2006
Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3
Class Time: 2:00 – 4:50 p.m Day: Thursday 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.i: Student Learning)
Standard I.i.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.i.2 – The teacher candidate is competent in using developmental theories to provide appropriate learning opportunities to influence all students’ learning; and
Standard I.i.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 teachers 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 multi-handicapped 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, diagnostician 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 disabbling 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

-11- identify student learning style strengths and weaknesses

-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 500 pts.
(Determined by comments offered in class, questions asked, and class participation - Class participation worth 33 points for each of 15 classes + 5 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 – 02

SESSION 1:  
AUGUST 31  
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

SESSION 2:  
SEPTEMBER 7  
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 14  
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:
SEPTMBER 21
Unit 4 - The Individualized Education Plan (IEP)
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:
SEPTMBER 28
Unit 5 – Assessment – Diagnosing the Disability
Assessing, Identifying, & Classifying Children with Exceptionalities
IQ – Achievement- MD-LD-ED- Bender-Draw-a-Person
Assignment: Resource Guide in Special Education

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

SESSION 7:
OCTOBER 12
Unit 6- Mental Disability - Acquired Brain Injury
DUE: RESOURCE GUIDE IN SPECIAL EDUCATION
Cause-Symptoms-Effective Teaching Strategies
Task Analysis
Assistive Technology
Classroom Engineering
Assignments: Learning Disabilities - Notebook Material
Acquired Brain Injury (TBI) - Notebook Material

SESSION 8
OCTOBER 19
DUE: DRIVEN TO DISTRACTION
Unit 7 - Learning Disabilities Cause-Symptoms
Discrepancy Formula
Quick Screens
Effective Teaching Strategies
Assignments: Attention Deficit Disorders - Notebook Material

SESSION 9:
OCTOBER 26
Unit 7 - Learning Disabilities and Attention Deficit Disorders
Curriculum Match & Materials/Classroom Engineering
Assignments: Emotional Disabilities - Notebook Material
### SESSION 10: NOVEMBER 2
- **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 9
- **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 16
- **GROUP WORK – FINAL PROJECT**
  - **Assignment:** Communications Disorders - Notebook Material
  - Physical Impairments - Notebook Material
  - Gifted - Notebook Material
  - Etiology / Definitions Quiz – Due 11-30-06
  - **Assignments:** Final Project Portfolio – Due: 12-7-06

### THANKSGIVING BREAK – NOVEMBER 23 – NO CLASS

### SESSION 13: NOVEMBER 30
- **DUE: ETIOLOGY / DEFINITIONS QUIZ**
- **Unit 10 - Hearing Impairments & Visual Impairments**

### SESSION 14: DECEMBER 7
- **DUE: FINAL PROJECT PORTFOLIO PRESENTATION**

### SESSION 15: DECEMBER 14
- **Unit 10 – Continued - Communication Disorders**
  - Physical & Health Impairments and Multi-Handicapped
  - Adult Transition – The Adult who is Disabled
  - Gifted

**SYLLABUS SUBJECT TO CHANGE WITH NOTICE.**