

EDUC560 16

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC560 **Title :** Special Education Topics

Length of Course : 16

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course provides pre-service and in-service teachers with an examination of the characteristics of exceptional students to include gifted, developmentally disabled, learning disabled, and emotionally/behaviorally disordered. The course includes identification and implications for planning instruction for these exceptional students as well as exploring legislation, philosophy, least restrictive approaches, parent involvement, and due process safeguards. Federal legislation including Individuals with Disabilities Education Improvement Act, IDEA, ADA, and Section 504 are discussed. Finally, major contemporary issues related to field of special education to include legal, curricular, and instructional procedures appropriate for students at the elementary, middle, and secondary school levels are examined.

Course Scope:

The scope of the course includes the historical foundation of special education, the legal mandates and procedural requirements including the referral identification and placement of students with disabilities. Issues of free appropriate public education, parent's rights, least restrictive environment, access to the general education curriculum and adaptations provide the background information to an in-depth study of the disabling conditions that are covered under IDEIA, 2004 along with conditions that have educational implications beyond the IEP. The needs of students who are non-English speakers, gifted or talented, attention-deficit disordered are also introduced.

- Special Education History and Landmark Litigation
- Process for referral, evaluation and placement for special education
- Development of the Individualized Education Plan/Individualized Family Service Plans, Individualized Transition Plans
- Inclusive Education/Least Restrictive Environment
- Identification, diagnosis and educational needs of students
- Responsiveness to Intervention
- Inclusive Practices and the least restrictive environment
- Collaboration and partnerships to meet the needs of all children
- Roles and responsibilities for service delivery, advocacy
- The overrepresentation of minority students identified as disabled
- The impact of poverty on school performance
- Multicultural education
- Differentiated Instruction and Universal Curriculum Design

Objectives

After successfully completing this course, students will be able to:

1. Discuss the relationship of special education to the broader social, political and educational context. (WVPTS: 1D1, 1D2, 2A1, 2A2, 2A3, 5D1, 5D2); (ISTE: 4B)
 2. Trace the historical origins and legal requirements of special education. (WVPTS: 5I); (ISTE: 4A)
 3. Identify significant issues associated with current topics in special education (e.g. least restrictive environment, identification and placement, instruction, early intervention, family involvement, assessment, and responsiveness to intervention. (WVPTS: 1D1, 1D2, 2A1, 2A2, 2A3, 3E2, 3F1, 3F3, 5D1, 5D2, 5F1, 5I1); (ISTE: 2C, 3C)
 4. Recognize and describe a child's strengths and needs and how they affect his or her performance in school and the community. (WVPTS: 1D1, 1D2, 2A1, 2A2, 2A3, 3F1, 3F3, 5D1, 5D2); (ISTE: 4B)
 5. Describe the characteristics and educational implications of diagnosed disabilities and other conditions that warrant adaptation to general education curriculum to meet unique learning needs. (WVPTS: 1D1, 1D2, 2A1, 2A2, 2A3, 3A2, 3F1, 3F3); (ISTE: 2C, 4B)
 6. Discuss the role of the teacher and challenges faced in the application of the concept of "least restrictive placement/environment." (WVPTS: 1D1, 2A1, 2A3, 3A2, 3F1, 3F3, 5I1); (ISTE: 4B)
 7. Discuss instructional considerations, examine features of universal design for learning, and analyze research regarding the use and effectiveness of technology for diverse populations. (WVPTS: 1A3, 3A2, 3A3); (ISTE: 4B, 5C)
-

Outline

Week 1:

Topic(s)

What is Special Education?

History of the development of Special Education

Learning Objective(s)

1. Candidates will trace the historical origins and legal requirements of special education.
2. Candidates will recognize the contributions of significant individuals over the course of history that have impacted the field of education for persons with disabilities.

Reading(s)

Friend Chapter 1

Assignment(s)

FORUM 1: INTRODUCTION/BIO :

Post your Biography in the [Introduction](#) Forum. Read bios of your classmates and say hello!

NOTE: This is a mandatory assignment for the class under Bio/Introductory Forum. See Announcements in the classroom for more information.

FORUM 2: REQUIREMENTS FOR SPECIAL EDUCATION

Week 1: How have the requirements for special education as defined in IDEA 2004 impacted both the field of education and the general education classroom?

Post your initial response in the [Requirements for Special Education](#) Forum. Read the other postings of your classmates and respond to at least two of them

LEARNING PAPER #1 [Contributors to Special Education](#): Use a variety of resources to identify the contributions of individuals who have contributed to the field of special education.

Week 2:

Topic(s)

Special Education Personnel and Procedures

Learning Objective(s)

1. Candidates will identify special education personnel and their roles in the school as well as understand the role and function of members of the IEP team.
2. Candidates will describe the rights of parents with disabilities and discuss the establishment of a full partnership with parents and families.

Reading(s)

Assignment(s)

REFLECTION #1:

Locate an article from an education database on the topic of working with children and families. Cite the article in APA format at the top of your document and write a reflection on this question: Should parents be involved in their children's education? How much responsibility rests with the school to ensure that partnership?

FORUM 3: WORKING WITH PARENTS AND FAMILIES

Post your initial response in the [Working with Parents and Families](#) Forum. Read the other postings of your classmates and respond to at least two of them.

Week 3:

Topic(s)

Special Education Procedures

Learning Objective(s)

1. The candidate will identify the process for referral, evaluation and placement of students into special education.
2. The candidate will understand Response to Intervention as a mechanism for identifying students with disabilities.
3. The candidate will identify the components of the IEP and describe the responsibility of the general education teacher as a member of the IEP team.

Reading(s)

Friend Chapter 2

Assignment(s)

LEARNING PAPER #2: [Responsibilities in the Development of the IEP](#) You will interview a general education teacher about responsibilities in the development of the IEP and issues related to Response to Intervention as a mechanism for identifying students with disabilities. You will generate questions and then formulate responses that will be posted to the Forum.

FORUM 4: SPECIAL EDUCATION FOR GENERAL EDUCATION TEACHERS

Go to your state department of education website and locate the IEP forms and Instructions for writing IEPs. Generate questions to advance our discussion of IEP responsibilities on the Forum.

Week 4:

Topic(s)

Cognitive Disability

Learning Objective(s)

1. The candidate will define and describe the various levels of cognitive disability as well as identify the causes and factors that contribute to cognitive disability.
2. The candidate will identify instructional strategies and curricular differences for individuals with cognitive disabilities as well as the implication for development of the transition plan.

Reading(s)

Friend, Chapter 8

and

The Curious Incident of the Dog in the Night Time

Assignment(s)

LEARNING NEEDS MATRIX: Identify the characteristics of the various disabling conditions identified in IDEIA in a matrix across these categories: Eligibility criteria, Intelligence, Language, Academic Functioning, Behavioral Challenges, Trends and Issues and Instructional Implications. Use the websites in your syllabus as a resource. This [matrix](#) will be due at the end of week 16. Create it now and keep it handy as you discover new learning about disabling conditions.

ACTIVITY #1: TEACHING CASE: J. J. AND THE JOB PLACEMENT

[J.J. and the Job Placement.](#)

Write your plan to tackle this [Teaching Case](#) problem.

FORUM 5: J.J AND THE JOB PLACEMENT

You will discuss your ideas for solving the problem. What can school personnel do to help move J.J. toward independence?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Week 5:

Topic(s)

Learning Disabilities

Learning Objective(s)

1. The candidate will identify the characteristics and learning needs of students with learning disabilities.
2. The candidate will identify instructional strategies and adaptations to meet the needs of students with LD.
3. The candidate will empathize with the struggles of individuals with learning disabilities.

Reading(s)

Friend, Chapter 5

Assignment(s)

FORUM 6: LD SIMULATION: You will log on to the following website and complete the simulation. We will discuss your reaction to what it feels like to be learning disabled.

<http://www.pbs.org/wgbh/misunderstoodminds/experiences/>

- Add Learning Disabilities to your matrix

Week 6:

Topic(s)

Severe Emotional Disturbance

Learning Objective(s)

1. The candidate will identify the characteristics and learning needs of students with severe emotional disorders.
2. The candidate will identify the cycle for disruptive and acting out behavior in the classroom and describe appropriate interventions for promoting positive behavior.

Reading(s)

Friend, Chapter 7

Assignment(s)

ACTIVITY #2: UNDERSTANDING THE ACTING OUT CYCLE PAPER: Complete these online modules on behavioral interventions. Complete the questions in the ASSESSMENT section of the module and submit:

<http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm>

Submit to [Understanding the Acting-Out Cycle](#)

ACTIVITY #3: BEHAVIORAL INTERVENTIONS PAPER: Complete these online modules on the acting out cycle. Complete the questions in the ASSESSMENT section of the module and submit:

<http://iris.peabody.vanderbilt.edu/bi2/chalcycle.htm>

Submit to [Behavioral Interventions](#)

FORUM 7: WORKING WITH STUDENTS WITH SEVERE EMOTIONAL DISTURBANCE

What are the challenges to working with severe emotional disturbances? What are the obstacles to access to general education curriculum? How can teachers effectively work with students with

emotional and behavioral challenges? Why do you think there is an over representation of minority students and males identified as SED? What factors need to be considered to insure the Least Restrictive Environment for these students?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Add Severe Emotional Disturbance (SED) to your matrix

Week 7:

Topic(s)

Autism Spectrum Disorder

Learning Objective(s)

1. Candidates will identify the characteristics and educational needs of students with Autism across the Spectrum.
2. Candidates will research and identify the current theories about the etiology of autism?
3. Candidates will describe academic implications for low functioning autism and high functioning autism.

Reading(s)

Friend, Chapter 10

Assignment(s)

LEARNING PAPER #3 CAUSES OF AUTISM PAPER:

- **Watch the short video clip** about the Real Rain Man: [Real Rain Man](#) or research him on the Internet
-
- **Review the [Causes of Autism](#) Web Search the Causes of Autism and write a brief learning paper about what you learned about the current theories.**

Here are some possible links: Kim Peek, the Real Rainman

<http://www.guardian.co.uk/world/2009/dec/22/kim-peek-rain-man-dies>

You Tube

<http://www.youtube.com/watch?v=NJjAbs-3kc8>

You Tube

<http://www.youtube.com/watch?v=z0IVdxXTANA>

FORUM 8: CURIOUS INCIDENT

Forum 8: From the book *The Curious Incident of the Dog in the Night-Time*, How does Christopher, the main character, meet the criteria for diagnosis of Autism? What challenges does he face in the story? How would you describe his strengths and weaknesses? What surprises you about him? His family?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Week 8:

Topic(s)

Inclusive Practices

Accommodations
Modifications

Differentiated Instruction
Universal Curriculum Design

Learning Objective(s)

1. Candidates will identify how students with disabilities are supported in the general education classroom.
2. Candidates will recognize the major aspects of universal design and differentiated instruction to meet the needs of diverse learners in the classroom.

Reading(s)

ACTIVITY #4 INCLUSION CONSIDERATIONS PAPER:

- Complete this learning module: <http://iris.peabody.vanderbilt.edu/agc/chalcycle.htm>

Complete the ASSESSMENT activities and submit to [Inclusion Considerations](#).

FORUM 9: MEETING THE NEEDS

How can teachers plan for instruction in order to meet the needs of the wide spectrum of learners in the classroom?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Assignment(s)

Week 9:

Topic(s)

Collaboration between general education and special education.

Co-teaching

Learning Objective(s)

1. Candidates will recognize the importance of collaboration among school professionals in order to meet the learning needs of all students.

Reading(s)

Friend, Chapter 4

Assignment(s)

FORUM10: A COLLABORATIVE PARTNERSHIP

How can school personnel work together to meet the needs of all students in the classroom? What

are the important dispositions that are needed to make a collaborative partnership work?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Week 10:

Topic(s)

Sensory & Other low-incidence Impairments:

1. Blind/Partially Sighted
2. Deaf/hard of Hearing
3. Speech and Language Disorders

Learning Objective(s)

1. Candidates will identify the characteristics and eligibility criteria for students who are blind or partially sighted as well as instructional needs and strategies in the classroom.
2. Candidates will identify the characteristics and eligibility criteria for students who are deaf or hard of hearing as well as instructional needs and strategies in the classroom.
3. Candidates will investigate and describe the characteristics of the deaf culture.

Reading(s)

Friend, Chapters 9, 11 and 12

Assignment(s)

LEARNING PAPER #4: WEB SEARCH ON DEAF CULTURE

- **Locate and view a related video online.**
- **You will write a brief learning paper on what you have learned about [The Deaf Community](#).**
- Be sure and add Blind/Partially Sighted to the LEARNING NEEDS MATRIX.
- Be sure and add Deaf/Hard of Hearing to the LEARNING NEEDS MATRIX.

FORUM 11: SENSORY IMPAIRMENTS

How has your thinking and perceptions of individuals with sensory impairments changed? What are the implications for inclusion in the general education environment? How do the beliefs of inclusion compare with the deaf culture?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Week 11:

Topic(s)

Sensory & Other low-incidence Impairments:

Speech and Language Disorders

Learning Objective(s)

1. The candidate will identify speech and language development, speech and language disorders, the role

and function of the Speech and Language Pathologist and the impact of speech disorders on academic functioning.

Reading(s)

Friend, Chapter 9

Assignment(s)

GRID ASSIGNMENT: PAGE 304 #2: RECOGNIZING SPEECH AND LANGUAGE DISORDERS
Complete the grid on page 304 #2 so that you will have a handy chart for recognizing speech and language disorders.

Be sure and include Speech and Language Disorders on your LEARNING NEEDS MATRIX.

FORUM 12: MATT

How are Matt's teachers fostering inclusion? In your opinion is the experience meaningful for Matt? What are the challenges to including a student with severe disabilities in the general education classroom?

Week 12:

Topic(s)

Students with Physical, health and multiple disabilities.

Learning Objective(s)

1. The candidate will identify the characteristic physical disabilities, other health impairment, traumatic brain injury, and multiple disabilities and educational strategies and issues that influence the field.
2. The candidate will recognize how assistive technology enhances and supports the general education curriculum.
3. The candidate will identify the challenges and obstacles for inclusion of low incidence students in the general education classroom.

Reading(s)

Friend, Chapters 13 & 14

Assignment(s)

- Watch this video: <http://youtube.com/watch?v=kxu9oQqiaK8> [Sorry, This video is no longer active.]

Man with no legs and no arms, but great attitude! Motivational speaker. Watch this link instead: <http://www.youtube.com/watch?v=XZVfHoTROgQ&feature=related>

- Add Physical and Multiple Disorders to your LEARNING NEEDS MATRIX.
- Add Other Health Impaired to your LEARNING NEEDS MATRIX Assignment 19: Websearch 3:

FORUM 13: TASH

Visit the TASH website (www.tash.org).

What is TASH all about? What did you find there to be helpful?

Week 13:

Topic(s)

Students with Attention Deficit-Hyperactivity Disorder

Learning Objective(s)

1. The candidate will describe the characteristics of student with ADD/ADHD and cite strategies and adaptations that can be implemented to improve educational performance.
2. The candidate will analyze and evaluate the practices and policies in schools that are detrimental to students with ADD/ADHD.

Reading(s)

Friend, Chapter 6

Assignment(s)

FORUM 14: JONATHON MOONEY

Websearch: Investigate www.jonathanmooney.com

Check out what Jonathan has to say about being ADD/ADHD. Be sure and watch the documentary as well as the movie below. Use these and other resources to help you formulate your answer:

www.help4adhd.org

and

www.nimh.nih.gov/publicat/adhd.cfm

Watch this video about Jonathan Mooney.

http://youtube.com/watch?v=nx1zC_8SMjM

What are the challenges to having a student like Jonathan Mooney in your classroom? How much pressure should a school put on a parent to medicate their child? What are some strategies that teachers can use to address the learning needs of a student with ADD/ADHD in the classroom?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Week 14:

Topic(s)

Students who are English Language Learners and issues of Cultural Diversity

Learning Objective(s)

1. The candidate will explain the concept of culture and describe what is meant by multicultural education.
2. The candidate will discuss why there is an over representation of students who are racially and ethnically diverse in special education.

Reading(s)

Friend, Chapter 3

Assignment(s)

REFLECTION #2: STATISTICS FOR YOUR STATE –

Write a reflection that includes the statistics (for your state) of students who are ethnically, racially and/or socio-economically diverse and identified as “disabled.”

FORUM 15: OVERREPRESENTATION

Why do you think there is an over representation of students who are ethnically and racially diverse in special education?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Even though students who are non-English speakers and racially/ethnically diverse are not disabled under IDEA add it them your MATRIX!

Week 15:

Topic(s)

The impact of poverty on school performance

Learning Objective(s)

1. The candidate will investigate the cycle of poverty and describe the impact of poverty on educational and social achievement.

Reading(s)

Assignment(s)

ANNOTATED BIBLIOGRAPHY :

Search for a journal articles that investigate the relationship between poverty and school performance and prepare an annotated bibliography to post and share with your classmates.

Add Students living in Poverty to your MATRIX.

FORUM 16: IMPACT OF POVERTY

What is the impact of poverty on educational achievement? Do you think students who are living in situational and generational poverty have access to the same quality of educational programs as students who live in affluence? How can you create the perfect classroom where ALL students can have access to a rich and challenging curriculum and have their individual learning needs met?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Week 16:

Topic(s)

Gifted and Talented Students

Learning Objective(s)

• The candidate will define giftedness and describe the intellectual, academic, and social/emotional

characteristics of individuals who are gifted and talented.

Reading(s)

Friend, Chapter 15

Assignment(s)

- Add Gifted and Talented to your MATRIX.

LEARNING NEEDS MATRIX

- Submit [Learning Needs Matrix](#)

FIELD OBSERVATION PAPER

- Submit [Field Research Paper](#)

FORUM 17: IDENTIFYING THE GIFTED

Do you think that current practices for identification of students who are gifted and talented are fair and equitable? What are the challenges and unique learning needs for these students?

Post your initial response in the Forum. Read the other postings of your classmates and respond to at least two of them.

Evaluation

Grading:

Name	Grade %
-------------	----------------

Materials

Book Title: Curious Incident of Dog in Night-Time

Author: Haddon, Mark

Publication Info: Vintage Books

ISBN: 9781400032716

Book Title: Special Education, Loose-Leaf Version with Video-Enhanced Pearson eText -- Access Card Package, 4/E (Ebook format only available at the APUS Bookstore, please try other sources if a hard copy is preferred.)

Author: Marilyn Friend

Publication Info: Pearson

ISBN: 9780132836746

Recommended Textbook for the degree program:

In addition to the required texts in this course, you are **strongly encouraged** to purchase the latest addition of the *Publication manual of the American Psychological Association* (Currently 6th Ed.) if you have not previously purchased this resource.

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Alphabet Soup: Disability Related Acronyms

<http://disabilityresources.org/ABC.html>

American Speech and Language Hearing Association

<http://www.asha.org>

APA Format

<http://www.apa.org>

Autism Society of America (ASA)

<Http://www.autism-society.org>

CHADD (Children and Adults with Attention Deficit Disorder)

<http://www.chadd.org>

Closing the Gap

<http://www.closingthegap.com>

Council for Exceptional Children (CEC)

<http://www.ideapractices.org/ab/>

Disability Social History Project

<http://www.disabilityhistory.org/dshp.html>

Functional Behavior Assessment Mini Web

<http://www.air-dc.org/cec/fba/default.htm>

IDEA

<http://www.ideapractices.org/law/index.php>

Information about Mobility Impairments

<http://spot.pcc.edu/osd/mobinfo.htm>

LD Online

<http://www.ldonline.org>

National Association for the Deaf

<http://www/nad.org>

National Eye Institute

<http://www.nei.nih.gov>

Office of special education and rehabilitative services

<http://www.ed.gov/about/offices/list/osers/index.html>

People First Language

<http://www.kidstogether.org/pep-1st.htm>

Section 504 and IDEA: Basic Similarities and Differences

<http://www.edlaw.net/service/504idea.html>

The Council for Exceptional Children

<http://www.cec.sped.org>

The National Association for Gifted Children

<http://www.nagc.org>

We Media: The Disability Network

<http://www.wemedia.com>

Course Guidelines

Phasellus eros sapien, lacinia eget veit vitae, viverro finibus neque Donec vulputate (empor erat id laoreet Nunc commodo ornare justo, sit omet ultrices magna pharetro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales diam eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magna Curobitur semper dui quis risus pretium finibus Phosellus non magna consecetur, faucibus magno et, ullamcorper eros. Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magna. Curobitur semper dui quia risus pretium finibus. Phasellus non magna consecetur, faucibus magno et, ullomcocper eros. lacinia eget velit vitae, vrvetro finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare 'usto, sit omet ultrices magno phoretro quis. Ut oc nunc in metus fermentum pellentesque eel quis leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcocper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magno. Curobitur semper dui quia risus pretium finibus. Phasellus non magno consecetur, faucibus magno et, ullamcorper ecos. Phosellus eros sapien, lacinia eget veit vitae, viverra finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare justo, sit omet ultrices magno phoretro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuer ougue nsus ullomcorpec quom, id vehicula libero ante oc ipsum. Donec vitae purus magno Curabitur semper dui quis risus pretium finibus Phosellus non magno consecetur, faucibus magno et, ullomcorpec eros.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)

- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.