Special Education 3500
The Education of Individuals with Exceptional
Learning Needs: Access to the General Curriculum
Spring 2013

Instructor:	Mrs. Linda Kirby (ljkirby@eiu.edu)
Office:	1228 Buzzard Hall
Office Phone:	217-581-5315
Office Hours:	5:50-6:50 p.m. on Wednesday's; Sign up in 1212 Buzzard Hall in the notebook *24 hours prior* to appointment.
Location/Time/ Day of Class:	Wednesdays; Buzzard Hall, Room 1103 7:00-9:30 p.m.

Catalog Description

SPE 3500 - The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum. This course examines the exceptional learning needs of individuals across and enhancing their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. This course has an independent performance activity component.

The learning model for this class is information processing (Costa, 1985).

The Unit Theme: Educator as Creator of Effective Education Environments

- Knowledge of diverse students
- Knowledge of diverse societies/communities
- Knowledge of diverse subject areas/levels
- Knowledge of diverse teaching/learning strategies

Textbook

Lewis, R.B., & Doorlag, D.H. (2011). *Teaching students with special needs in general education classrooms, 8th edition.* New York: Pearson.

**Course packet is also required. Pick up at Copy X on Lincoln Avenue.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and

reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

Appointments:

The instructor encourages students to schedule appointments with her as necessary.

A sign-up sheet for individual appointments is located in Buzzard Hall 1212, or call for an appointment at 217-581-5315 24 hours prior to appointment.

Course Requirements

1. **Journal Article Abstract**

Two (2) page reference/abstract summary on an article found in a research-based professional journal will be required in this class. Information will be **typed, double-spaced, and two full pages**.

Professional journals used cannot be older than 4 years prior to this semester. They can be Special Education journals or professional journals in your specific area of education. **ALL articles must specifically deal with school-aged individuals who have been labeled disabled using IDEA guidelines.**

Components of the 2 page paper will include:

1. Reference in APA format (top of page).
2. Summary of article. (1st page)
3. Implication of the article to your area of teaching. (2nd page)
4. Double-spaced/full pages/12 font/1-inch margin all around
5. Copy of the article must be attached or it will not be graded

All written assignments will follow American Psychological Association (APA) style, 6th edition 5th printing and format. Non-labeling language is expected in all written materials. As prospective teachers, all students will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Grading: The abstract will be worth 30 points:

Reference cited in APA Style ……	5
1st page - Summary of Article ……	10
2nd page - Summary of Relevance to future role as a Teacher ……	10
Quality Grammar, Spelling, Punctuation, Page Length, Non-Labeling Language ……	5
TOTAL POINTS ……	30

DUE DATE **February 6, 2013**

*See grading sheet for specific information.

2. **Tests**

The completion of three tests and a final examination is required. All tests will cover material from reading assignments and lecture/ discussion material. Each test and the final will be worth 100 points (total = 400).

3. **In-class Participation**

The following points may be earned during IN-CLASS TIMES and may not be made-up.

Points	Participation
10-40	Quizzes
20-40	Reflection papers (individual)
10-30	Questions (group/individual)
50	4/5 Five case studies
20	Group problem-solving tasks
110-180	TOTAL POSSIBLE PARICIPATION POINTS

4. **Notebook**

You will need a 3-ring binder (notebook) which will be evaluated at the end of the semester. Notebooks must be brought to each class and turned in for evaluation on **April 24, 2013**. You are expected to keep syllabus, packet, handouts, lecture notes, book notes, assignments and 5 additional resources in your notebook. Make it a reference tool! If the notebook is not turned in for evaluation at the specified time, you will receive a zero (0).

Grading: The notebook will be worth 21 points.

5. **Modules**

Three modules will be completed by students outside of class. Each module will incorporate technology, collaboration, curriculum development, textbook information, and lecture notes in completing activities related to the education of individuals with exceptionalities. Points will be assigned to the writings specific to accuracy of content, use of nonlabeling language and written presentation.

6. **Class Attendance**

Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. **Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.** In-class assignments may not be made up. Students are responsible for turning all assignments in on time.

The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or examination. Attendance will be taken into consideration in grading (see #3 above).

7. Current Event

Students are to select a current (published this semester) event from a newspaper/magazine, etc., that is relevant to SPE 3500. The article must be specifically

about an aspect of special education. Student will turn in original article stapled to a one page, double spaced typed summary and reaction/reflection.

Due Date: April 17, 2013 (late articles not accepted)

Grading: Current Event is worth 10 points

Title; date; source of article top of page ……..	2 points
Summary of article ……..	2 points
Reaction/response to article ……..	2 points
Article specific to special education ……	2 points
Typed, non-labeling language, appropriate length …….	2 points
Total Points ……..	10 points

Grading

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty.

90% or more of the points	=	A
80% to 89.99% of the points	=	B
70% to 79.99% of the points	=	C
60% to 69.99% of the points	=	D
less than 60% (59.99% and below)	=	F

The final grade and its determination is the purview of the instructor.

Policy on Late Assignments

Assignments are due at the **beginning** of the **class period** of the day listed as the **DUE DATE** for the assignment. Any assignment turned in after this is considered late (except for the 3-ring binder and current event). Assignments turned in after due date will be assessed a 25% penalty of the total point value for the assignment up to one week late, 50% penalty - at two weeks late, 75% penalty - at three weeks late.

Extra Credit: (8 pts.) Extra credit points can be earned by participation in Family Fun Festival (Fall semester) or Special Olympics (Spring semester). Points are determined by the instructor and dependent upon the length of time participating in activity. Original verification form must be shown to the instructor.

Special Olympics, Friday, April 26, 2013
O'Brian Stadium, Eastern Illinois University,, Charleston, Illinois, 7:30-3:00

Assistance: Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you. If you are having problems with coursework, it is your responsibility to initiate contact to solve the problem. The instructor may refer you to other sources of assistance on campus if these resources would be of greater assistance in solving a particular problem. If a referral is made, it is highly recommended that you seek the opportunity for assistance as to remediate the problem prior to entering other major course sequences.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Above mentioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Exception: Two volunteers with emergency text messaging service on their phones will be selected to keep their phones on vibrate to receive EIU emergency texts alerts. They will in turn relay the information to the instructor and to the class.

Email/Electronic Communication

Students are encouraged to use panther email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Course Outline
SPE 3500

An asterisk (*) denotes a Core Experience Reference.

I. Perspectives on Special Education (500 minutes)
   A. Mental Measurement and Categorization
      (*Plato and Aristotle; Binet, A., 1902; Terman, L., 1916, 1921)
   B. Labeling
      (Gallagher, 1976; Purkey, W., 1970; Rosenthal & Jacobson, 1968)
   C. The Family
      1. Ecological factors
      2. Cultural Diversity
         (NCATE Definition, 1986)
   D. Legislation Affecting Special Education, related terminology, and provisions and programs for students with disabilities (including L.D., E.D., and I.D.)
      1. Legislation
         a. Section 504
         b. P.L. 94-142
         c. P.L. 99-457
         d. P.L. 101-476 (IDEA)
         e. P.L. 101-336 (ADA)
         f. P.L. 105-17
         g. P.L. 108-446 (IDEA 2004)
         h. P.L. 107-110 (NCLB)
         i. P.L. 110-325 (ADA/504 2008)
      2. Introduction to Legal Mandates and Related Terminology
         a. Least Restrictive Environment
            (P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
         b. IEP Meeting
            (P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
         c. Parent Involvement
            (P.L. 94-142, 1975; P.L. 104-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
         d. Diagnosis and Assessment, Placement Planning and the IEP
            (P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
         e. Due Process
            (Illinois School Code, 1987; P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
         f. Transition/Transition Planning
            (P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
         g. Discipline and Behavioral Management Plans
            (SB 141; P.L. 105-17, 1997; P.L. 108-446, 2004; Yell & Shriner, 1998)

E. Delivery Systems for Individuals with Disabilities (including L.D., E.D., and I.D.)(Lilly, M.S., 1986; Reynolds, M., & Wang, M., 1983; Reynolds, et al., 1987; Lewis & Doorlag, 2011)
   1. The Deno Model
      (Deno, E., 1970)
   2. Pre-referral Process
      (Chalfant, Pysh, & Moultrie, 1979; Fuchs & Fuchs, 1989; Johnson, L., Pugach, M., & Hammittee, 1988; Fuchs, Fuchs, Bahr, Ferstein, & Stecker, 1990)

II. Roles and Responsibilities of General Education and Special Education Teachers (500 minutes)
   A. The Regular Education Initiative and Inclusion (Stainback & Stainback, 1984, Will, 1986 and 1987; Reynolds, Wang, G., & Walberg, 1987; Wang, Reynolds, & Walberg, 1989; Semmel, Abernathy, Butera, & Lesar, 1991; Waldron & McLeskey, 1998; Wood, 1998)
   B. The Special Education Process
      (Lewis & Doorlag, 2011)
   C. Educational Services
      1. Referral for Special Education
         The process including Eligibility, IEP, and Placement (Review)
      2. Special Education Adaptations
         (Fuchs, Fuchs, Hamlett, Phillips, & Karns, 1995)
         a. Physical environment adaptations
         b. Instructional adaptations
   D. Planning for Instruction
      1. IEP
         a. Goals, objectives and other benchmarks
         b. Roles of individuals, parents, teachers, and other school and community personnel
      2. Lesson Plans
      3. Materials and Methods
         a. Effective Teaching
            (Berliner, D., 1979; Rosenshine, 1983; Rosenshine & Stevens, 1981; Englert, 1983 & 1984; Englert, Tarrant, & Mariage, 1992; *Brophy, 1979; *Brophy, 1982; Morsink, Soar, Soar & Thomas, 1986; Bender, 1987; Tralli, Colombo, Deshler, & Schumaker, 1996; King-Sears & Cummings, 1996)
         b. Modifications that facilitate learning for learners with disabilities and/or diverse learning characteristics
            1) General curriculum
            2) Instructional strategies
   E. Instructional Delivery
      1. IEP
      2. Lesson Plans
      3. Materials and methods
      4. Instructive Strategies
         a. Co-teaching and co-planning
         b. Class within a class

F. Evaluation of Instruction – Methods for Monitoring and Charting Progress of Individuals with Disabilities.
G. No Child Left Behind (NCLB), P.L. 107-110

III. Collaboration and Consultation (100 minutes)
A. Collaboration and Consultation
1. The Process
2. Teaming Behavior and Roles
B. Full Access to the General Curriculum
C. Crisis Prevention and Intervention

IV. Model of Intellectual Functioning
(Costa, A., 1985; McCarthy, B., 1987; Guilford, J.P., 1967)
A. Output
(Erikson, F., 1982; *Skinner, 1968; *Piaget, 1952; Mager, 1962; Popham, 1973; Rosenthal & Jacobson, 1968; *Good & Brophy, 1984; Hunter, 1982; Rosenshine, 1983)
1. Verbal
2. Nonverbal
B. Processing
(*Bloom, 1956; Guilford, 1967)
C. Input
(*Dewey, J., 1916; Bruner, J., 1960; Costa, A., 1985; Ehrenberg, 1981)

V. Designing, Implementing and Evaluating Instruction (140 minutes)
A. Assessment
1. Standardized
a. Nondiscriminatory
b. Consideration of impact of disabilities
c. Consideration of culture and language
2. Informal
a. Commercial
b. Teacher-made
3. Environmental Assessment
4. Sources of Information
a. Families
b. Other professionals
5. Use technology in conducting assessments and interpreting results
6. Modifications of assessments
a. Within the classroom
b. State-wide assessments
7. Sharing assessment results with stakeholders, the individual, and parents
B. Educational Environments for Learners with Disabilities (with emphasis on L.D., E.D., and I.D.)
(Lewis and Doorlag, 2011)
1. Adaptation
(McCarthy, B., 1987)
2. Individualization

C. Structuring and modifying the learning environment
   1. Environmental arrangements that promote positive behavior and learning (Carpenter & McKee-Higgins, 1996; Pavlov, 1927; *Skinner, 1968; *Canter, 1976)
   2. Designing behavior management plans
   3. Promoting appropriate social interactions
D. Assistive devices and technology

VI. Processing/Output and Related Disabilities (including L.D., E.D., and I.D.) (800 minutes)
   A. Intellectual Functioning
      1. The Brain (Structure)
         (Jackson, J.H., 1932; Orton, 1937; Goldstein, 1948; Epstein, H., 1974; Lenneberg, 1967; Luria, 1974)
      2. The Normal Curve and Measures of Intellectual Functioning (Binet, 1902; Terman, 1916 and 1921; Wechsler, 1949; Hastings, Bloom, & Madaus, 1981; Jensen, A., 1980)
   B. Dysfunctions Affection Processing and/or Output
      1. Emotional Disabilities
      2. Sensory Disabilities
         a. Auditory
         b. Visual
      3. Attention Deficit Disorder
         (TED, 1992, unpublished statement)
      4. Learning Disabilities
         (Brulle, A., & Ivarie, J., 1990)
      5. Intellectual Disabilities and Severe Disabilities
         (Dunn, 1968)
      6. Communication Disorders
      7. Language Differences
         (*Hall, E., 1981/Lewis/Doorlag, 2011)
         a. Heritage Language
         b. English (Language) Learners
         c. Non-standard English
      8. Autism
      9. Neurological Disabilities
         a. Epilepsy
         b. Traumatic Brain Injury
         c. Spina Bifida
      10. Chronic Health Problems
         a. Diabetes
         b. Aids
      11. Orthopedic Disabilities
         a. Multiple Sclerosis
         b. Muscular Dystrophy

VII. Roles and Responsibilities of Teachers of Students with Diverse Needs (300 minutes)
   A. Pluralism
      1. Multicultural Perspective
         (*Banks, J., & Banks, C., 1989; *Bennett, C.,

1990; *Tiedt & Tiedt, 1990 and 1992; *Hernandez, H., 1989; *Hilliard, E., 1991)

2. Family Involvement and Support
3. Personal cultural traditions, perspectives and biases and their effects on one's teaching

B. Gifted and Talented

C. Students At-Risk for School Failure
   1. Economic and Other Social Factors
   2. Social Systems and Structures
   3. Successful Interventions (e.g., HeadStart)

Evaluations: Aligned to Illinois Professional Teaching Standards (IPTS)

- Lab Components: Module activities are specific to certification
  IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9

  Module I: Technology component (web-based), develop Lesson Plan (specific to major) and include a teacher made modification specific to disability.

  Module II: Technology component (web-based),
  develop Lesson Plan (specific to major) and include a teacher made modification with case study on an individual with a disability and ELL and specific to major area of certification, discipline provisions of P.L. 105-17

  Module III:Web-based activities, case study and develop 504 Plan, write journal article abstract on an area of disability, RtI paper

- Exams – 4, IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9

- Journal Article Summary, IPTS 1, 2, 4, 9

- In-class activities
  - ✓ Video reflections, IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9
  - ✓ Case studies, IPTS 1, 2, 3, 4, 5, 6, 8, 9
  - ✓ Quizzes, IPTS 2, 3, 4
  - ✓ Speaker presentations (notes, reflections), IPTS 1,9
  - ✓ Curriculum materials, IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9
  - ✓ Current news articles related to disabilities (reflections, solutions), IPTS 1, 6, 9

- 3-Ring Notebook (professional resource), IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9

- Current Event (summary and reflection of current media article related to special education), IPTS 1, 6, 9

OUTLINE RESEARCH REFERENCES

I. Perspectives of Special Education and Programs

Bloom	Taxonomy of Higher Thinking Skills, Instructional Evaluation
Hunter	Teacher Effectiveness
Montesorri	Early Education, the Montessori Method
Piaget	Developmental Theory
Reynolds	Regular Education Initiative, Issues in Special Education
Rosenshine	Teacher/School Effectiveness
Turnbull	Legal Aspects of Special Education

II. Physiological Conditions of Input

Bell	Hearing Impairments
Braille	Visual Impairments
De l'Epee	Manualism
Heinicke	Oralism
Kirk	Haptic Processing, Motor Involvement

III. Psychological Condition: Processing

Binet	Intellectual Testing
Ellis	Mental Retardation, Processing
Gallagher	Learning Disabilities
Guilford	Structure of the Intellect
Kirk	Mental Retardation, Learning Disabilities

IV. Output

Bandura	Observational Learning, Behavior Control
Bettelheim	Emotional Disturbance

Canter	Assertive Discipline
Dreikurs	Goals of Children, Emotional Disturbance
Ellis	Rational Emotive Therapy
Freud	Psychoanalytic Theory
Glasser	Reality Therapy
Kazdin	Behavior Management
Kirk	Mental Retardation and Learning Disabilities
Maslow	Hierarchy of Needs
Pavlov	Respondent Conditioning
Repp	Observational Recording
Skinner	Behavioral Theory
Terman	Intellectual Assessment
Thorndike	Intellectual Assessment

V. Educational Perspectives

Banks	Multicultural Education
Bloom	Taxonomy of Learning
Goodlad	Effective Schooling
Idol	Collaboration
Kirk	Methodology in Special Education
Slavin	Cooperative Learning

Aristotle, (1927). Metaphysica. In W.D. Ross (Trans.). *The World of Aristotle (Vol. 8).* Oxford: Clarendon Press.

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Hall, E.T. (1981). *Beyond culture.* New York: Anchor Press/Doubleday.

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SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.
Move to the designated areas as directed by the Police Departments or Fire Departments.
Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011