

SPE 2000.001

Fall 2016

Disabilities in the Context of Education and the Life Span

Instructor: Dr. Christina Edmonds-Behrend  
E-mail: [credmondsbehrend@eiu.edu](mailto:credmondsbehrend@eiu.edu)

Office/Phone: 1212 Buzzard Hall; 217-581-5315  
Appointments: Sign up in “red” book, 1212 Buzzard.  
Sign up at least 24 hours in advance.

Location: Buzzard Hall Room 1501

Time: Tuesdays, 7:00-8:40 p.m.

## SPE 2000

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### Disabilities in the Context of Education and the Life Span

SPE 2000 - Disabilities in the Context of Education and the Life Span.

(2-0-2) F, S. Disabilities and the impact of the presence of a disability on the individual and the family or primary caregivers will be the focus of this course. Impacts on the educational process and within the social context across the life span will be addressed. A historical perspective of special education and awareness of related laws and legislation are also addressed. The relationship of special education to the organization and function of education agencies will be explored, including the impact of culture on the shaping of schools. Required of all Special Education majors. Credits: 2

#### Learning Model

The primary learning model for this course is the information processing model (Costa, 1985).

#### Textbook and Supplemental Materials

Kirk, S.A., Gallagher, J.J., Anastasiow, N.J., & Coleman, M.R. (2009). *Educating exceptional children* (<sup>12th</sup> ed.). Boston, MA: Houghton Mifflin.

#### 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.

#### This course utilizes D2L.

Students may access information via the EIU homepage or [www.eiu.edu/vce](http://www.eiu.edu/vce)

#### Course packet is also required

Pick up at CopyX on Lincoln Ave.

## Course Requirements

1. Exams and Quizzes: There will be 3 non-cumulative exams, addition to a final exam. Announced and/or unannounced quizzes may also present opportunities to demonstrate knowledge. The exams and quizzes will cover the readings in your text as well as lecture content. Failure to read AND take notes on the material/text will result in a less than positive outcome on exams, quizzes and notebook assignment.  
(*CEC IP, ICS, IGC-IIC Standards 1, 2, 6;; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; IPTS 1; 2; 3; 4; 5P. and 5 M.; 7H.. 7P. and 7 R; and 8A. and 8S.*)
2. Resource Notebook: All students will be required to purchase a three ring binder notebook. This notebook will be used to develop a special education resource notebook that will contain course packet, lecture notes, book notes, course handouts, and assignments. In addition, the instructor(s) may call for additional research/ application materials to be added as appropriate to the module/topic being addressed in the course. The notebook will be submitted for evaluation during the last part of the semester with the date to be determined by your instructor(s). Failure to submit your notebook will result in your grade for the course being lowered by one letter grade. (*CEC IP, ICS, IGC-IIC Standards 1, 2, 6; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; IPTS 1-8.*)
3. Bias Paper: Each student will articulate in writing his or her biases specific to special education and individuals with exceptional learning needs. Included in this paper should be a discussion of one's personal biases regarding individuals with disabilities in relation to the context of society and education (*CEC IP Standard 6 and Illinois CC Standard 1 and IPTS 1-8*. More information will be provided by your instructor(s).
4. Group Activities: Throughout the course, there will be group activities that focus on applying concepts found in lecture and/or readings. As the activities are completed in groups, and occur during class, the group activities CAN NOT be made up due to an absence regardless of whether it was excused or unexcused. (*CEC IP, ICS, IGC-IIC Standards 1, 2, 6; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1, 2, & 3; IPTS 1, 2, 3, 4, 5, 7, and 8.*)
5. Application Assignments: Short, outside assignments may be made to aid students in better understanding course concepts. Such assignments will be made during class and may include, but are not limited to: discussion board participation, topical investigation, interviews, research sharing, presentations, technology application, etc. Point values will be determined per assignment and will be awarded based on competency demonstrated through assignment completion. **NO LATE APPLICATION ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON (EXCUSED OR UNEXCUSED)!**

5. Attendance: Attendance will be taken during each class period. As stated in the Department Attendance Policy, students are expected to attend all classes. The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating ALL interactions with the instructor relative to absences, related assignments, and/or exams. Failure to notify the Department of Special Education prior to 4:30 PM on the day of the class period being missed will result in an unexcused absence. By definition, an unexcused absence is any absence that: 1) occurs without properly notifying the instructor(s)/graduate assistant prior to the class period being missed; 2) an absence where prior notification is given, but the reason for not attending class is inappropriate; or 3) no attempt was made to contact the instructor(s)/graduate assistant prior to class. Assignments, exams, and/or group activities missed or not submitted due to an unexcused absence can not be made up!

If you are ill or experience an emergency and will not be attending class, contact the Department of Special Education (581-5315) or email the instructor(s) prior to the class period you will be missing. Leave a message with the departmental secretary or include in your email: your name, the class for which you are enrolled, and the reason for missing class. By following the notification procedures and given that the reason is acceptable, you will receive an excused absence. While an excused absence will not permit you to make up group activity points or in class assignments, it may allow you to make up an exam or possibly submit an outside assignment without penalty.

#### Late Assignment/Exam Policy

All assignments are to be submitted at the beginning of the class period for which the assignment is due unless otherwise directed by the instructor(s). Taking a test late without properly making a request and receiving notification from the instructor(s) may also result in a penalty. The late penalties are as follows:

1. 10% reduction of points for each day the assignment is late (including weekends). This applies to large assignments such as the Bias Paper.
2. NO APPLICATION ASSIGNMENTS OR IN CLASS ASSIGNMENTS will be accepted if late for any reason.
3. All exams, if taken late, must have instructor approval and must be taken prior to the next exam.

#### Writing/Oral Language Policy

The Department of Special Education strongly supports the use of “non-labeling” language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing writing difficulties will be referred to the Writing Center.

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. Further, cheating is not permitted and suspicions of such behavior will be turned over to the EIU Judicial Affairs Office for further investigation.

#### 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 by instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned 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.

#### Email/Electronic Communication

Students are encouraged to use 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](http://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 9<sup>th</sup> Street Hall, Room 1302.

#### 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 other resources would be of greater assistance in solving a particular problem. If a referral is made, it is highly recommended that you seek assistance to remediate the problem prior to entering other major course sequences.

### Evaluation Criteria

Final grades in the course will be calculated based on the total points earned. Each student is encouraged to keep track of his/her points. The grading scale is as follows:

A = 90-100% of total points

B = 80-89% of total points

C = 70%-79% of total points

D = 60-69% of total points

F = less than 60% of total points

\* The instructor reserves the right to modify the abovementioned requirements or course outline as deemed necessary.

Module I. Perspectives on Special Education (3 weeks)

- A. Historical Perspective on Education and Special Education
  - 1. Treatment of individuals with disabilities
  - 2. Mental Measurement (Binet, 1902; Gardner, 1997; Terman, 1916, 1921; Wechsler, 1949)
  - 3. Categorization (Aristotle, 1927; Plato, 1936)
- B. Labeling (Gallagher, 1976; Purkey, 1970; Rosenthal & Jacobson, 1968)
- C. Civil and Educational Rights of Individuals with Disabilities
  - 1. Landmark court cases (Brown, 1954; Honig, 1988; Mills, 1972; Oberti, 1993; PARC, 1972; Rowley, 1982; Tatro, 1984)
  - 2. Landmark legislation
- D. Current Legislation Affecting Special Education, related Terminology, and Provisions and Programs for Students with Disabilities (inc. L.D., B.D., and I. D.)
  - 1. Legislation
    - a. Rehabilitation Act of 1973 (Section 504)
    - b. Individuals with Disabilities Education Improvement Act (PL 108-446)
    - c. Americans with Disabilities Education Act (PL 101-336)
  - 2. Introduction to Legal Mandates
    - a. Least Restrictive Environment and FAPE (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004))
    - b. Continuum of Services
    - c. IEP Meeting (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004))

Module II. A Model of Intellectual Functioning: Information Processing  
(3 Weeks)

- A. Input (\*Dewey, J., 1916; Bruner, J., 1960; Costa, A., 1985; Ehrenberg, 1981)
  - 1. Primary input (Vision and Hearing)
  - 2. Tactile/Kinesthetic, Olfactory, and Gustatory
- B. Processing (\*Bloom, 1956; Guilford, 1967; Epstein, 1974; Grady, 1984)
  - 1. The Brain
  - 2. Brain Functioning and Perceptive
- C. 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

3. Measuring output
  - a. What student(s) can do
  - b. What student(s) need to be taught
  - c. Teacher impact on student learning

### Module III.

#### Two Primary Modalities of Learning: Visual and Auditory (3 weeks)

##### A. The Eye

1. Structure and Visual receptive process
  - a. Parts of the Eye
  - b. Visual receptive process
2. Eye Dysfunctions
  - a. Refractive Errors
  - b. Eye Muscle Defects
    - 1.) Strabismus
    - 2.) Amblyopia
  - c. Structural Abnormalities
    - 1.) Glaucoma
    - 2.) Cataracts
    - 3.) Other high prevalence conditions

##### B. The Ear

1. Structure and Auditory receptive process
  - a. Parts of the Ear
  - b. Auditory receptive process
2. Ear Dysfunctions
  - a. Otitis Media
  - b. Oscillator Dysfunctions
  - c. Inner Ear problems
  - d. Other

##### C. Impact of Visual and Auditory Acuity Problems on the Educational Process

### Module IV.

#### Disabilities in the Context of Schools (4 weeks)

##### A. Identifying a Learning Problem – Prereferral and RTI

##### B. Identifying an Exceptional Learning Need

1. Eligibility
2. IEP
3. Service Delivery
  - a. Service Delivery Options (Deno, 1970)
  - b. Special Education and Related Service Professionals
  - c. Participation in the General Education Curriculum

##### C. Roles and Responsibilities of Professionals and Others

1. Special Educators
2. Classroom Teachers
3. Related Service Personnel
4. Para-professionals



- 5. Parents/Caregivers
- 6. Child Advocates
- 7. Medical Professionals
- D. Causes and Prevention of Disabling Conditions
- E. Impact of Disabilities
  - 1. On Development – Typical and Atypical Development  
(\*Piaget, 1952; Gessel, 1925; Havinghurst, 1953)
  - 2. On the Family
    - a. The Family
      - 1. Ecological factors
      - 2. Cultural Diversity (NCATE Definition, 1986)
    - b. Family—School Partnerships
      - 1. Parent involvement in education processes
      - 2. Cross-Cultural Dissonance and Other Barriers to Partnerships

Module V.

- Disabilities in Social Contexts (2 weeks)
- A. Impact of the dominant culture on shaping schools and individuals who study and work in them
    - 1. Cultural Diversity
    - 2. Linguistic Diversity (including English Language Learners)
  - B. Society's sensitivity regarding people with disabilities and their needs.
  - C. People First Language
  - D. Bias, discrimination and the effects on individuals with exceptional learning needs
    - 1. Teacher's ethnicity and bias
    - 2. Media portrayal

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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 9<sup>th</sup> 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