

University of North Alabama
EEX 605 Survey of Students with Disabilities
Fall 2012

Professor: Dr. Victoria Hulsey
Office: 501 SH
Phone: 765-5024
E-Mail: vwhulsey@una.edu
Credit hours: 3 graduate hours
Required text: *Special Education in Contemporary Society 4th ed.*
By Gargiulo
College live text solutions membership
Live Text Submission: vhulsey1
On Line Office Hours: Mondays: 10:30-12:30; 2:00-3:30
Wednesdays: 10:30-12:30; 2:00-3:30
Other times by appointment

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Course Standards and Objectives:

Conceptual Framework & Alabama Quality Teaching Standards

| CF # | Alabama Code | Standard | How Assessed |
|------------------|------------------------------|---|---------------------|
| CF # 5-Diversity | 290-3-3-.03 (2)(c)1.(iii) | Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. | Field Experiences |
| CF#5Diversity | 290-3-3-.03 (4) (c) 1.(i) | Knowledge of the ways in which learning is influenced by individual experiences and out of school learning including language and family/community values and | Discovery questions |

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|-------------------------|-------------------------------|--|--|
| | | conditions. | |
| CF 5 Diversity | 290-3-3-.03 (4)(c)1.(ii) | Knowledge of cultural, ethnic, gender linguistic and socio-economic differences and how these may affect individual learner needs, preferences, and styles. | Discovery Questions |
| CF#5 Diversity | 290-3-3-.03 (4)(c) 3.(ii) | Knowledge of the indicators of the need for special education services | RtI Homework IEP Homework |
| CF#3 Collaboration | 290-3-3-.03 (5)(c) 1.(ii) | Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to , Building Based Support teams(RTI) | RTI Homework IEP Homework Field Experience |
| CF#1 Professionalism | 290-3-3-.04 (5)(c)6.(i) | Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504, and ADA) as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws. | 3-way Match; Compare and Contrast Accessibility laws |
| CF 5 Diversity | 290-3-3-.03 (4) (c) 3. (i) | Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. | Field Experiences |
| CF 5 Diversity | 290-3-3-.05 (2) (c)2.(ii) | Knowledge of assessment partnerships with families and professionals, including psychologists, therapists, counselors, medical doctors, and psychomotrists. | RtI homework; IEP homework |

GLOBAL ISSUE: DIVERSITY

Course Objectives:

1. Present an overview of special education and the cascade of services in public school today.
2. Demonstrate knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504 and ADA), as well as Alabama statues on child abuse and neglect, and the importance of complying with these laws. (5) (C) 6. (i)
3. To trace the historical development of special education.
4. To demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. (2) (c) 1. (iii)
5. To demonstrate the knowledge of cultural, ethnic, gender, linguistic,, and socio-economic differences and how these may affect individual learner needs, preferences, and styles. (4) (c) 1. (ii)
6. Discuss the common components and common educational implications which have evolved from PL 94-142, IDEA, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, and the No Child Left Behind Act.

7. Discuss the principles of Normalization and Social Role Valorization
8. Define Collaboration between the traditional and special educators.
9. Discuss appropriate roles and responsibilities of the traditional educator and the special educator within a shared inclusive setting.
10. Be able to link characteristics to appropriate teaching methods strategies, curriculum, programs, and appropriate accommodations using a common sense approach to develop effective interventions for children with disabilities.
11. Describe the integral component of multi-disciplinary assessment within the paradigm of education for children with disabilities.
12. Discuss various precedent litigation that have resulted in or impacted legislation for those with disabilities.
13. Describe individual strategies and procedures for meeting individualized educational, vocational, transition, and leisure needs for those with disabilities including cooperative and independent learning strategies.
14. Demonstrate knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions. (4) (c) 1. (i).
15. Demonstrate the knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. (4) (c) 3. (i)
16. Demonstrate the knowledge of the indicators of the need for special education services. (4) (c) 3. (ii)
17. Describe self-determination as a function of choice-making, selecting preferences and developing interests for those with disabilities.
18. To demonstrate a fair and unbiased disposition when teaching those who are disabled through a personal teaching philosophy that reflect the disposition, "All children can learn."
19. To demonstrate knowledge of the roles and responsibilities of different types of teams, including, but not limited to, Problem Solving and IEP teams. (5) (c) 1 (ii).

Course Content

1. History of special education and society's response to disabilities
2. Legal History of Special Education- PL 94-142, IDEA, Section 504, ADA and NCLB. (5) (C) 6. (i)
3. Programs in special education and long range goals for various groups of children with disabilities including current trends and research based programs (4) (c) 3. (ii)
4. Characteristics and etiology, incidence, strategies, accommodations/modifications for the following disabilities
 - a. those who are mentally retarded
 - b. those who are learning disabled
 - c. those who are hearing impaired
 - d. those who are visually impaired
 - e. those who emotionally disturbed

- f. those who are speech impaired
 - g. those who have a communication disorder
 - h. those who are autistic
 - i. those who are physically disabled
 - j. those who are multiple disabled
 - k. those with a health impairment
 - l. those with a traumatic brain injury (2) (c) 1. (iii); (4) (c) 3. (i)
5. Characteristics and etiology, incidence, strategies accommodations/modifications for those who are gifted and talented. (2) (c) 1. (iii); (4) (c) 3. (i)
 6. Collaboration among professional/families/individuals with disabilities
 7. Inclusion of those with disabilities
 8. Early intervention and inclusion of young children with disabilities in appropriate programs
 9. Transition and employment programs for adults with disabilities. (4) (c) 1. (i)
 10. Accessibility (4) (c) 1. (i)
 11. Diversity (4) (c) 1. (iii); (4) (c) 1. (i)
 12. General strategies- reinforcement, direct instruction, cooperative learning, inquiry, process drama, peer tutors
 13. Assistive technology for those who are disabled
 14. Eligibility and referral procedures (5) (c) 6. (ii); (4) (c) 3. (ii);
 15. Mandates of IDEA, No Child Left Behind, ADA, Section 504, Child abuse and neglect. (5) (c) 6. (i)
 16. Confidentiality of IEP procedures, records, assessment, progress monitoring, and collaborative conferencing.
 17. Roles and responsibilities of Building Based Support Teams, IEP teams, M- Teams, 504 teams. (5) (c) 1 (ii)

ACTIVITIES, PROJECTS, ASSIGNMENTS

All requirements of the course must be satisfactorily completed to receive credit for the course. All assignments must be submitted using APA format, typed in Times New Roman 12-font, and double spaced.

EACH OF THE FOLLOWING ASSIGNMENTS HAS A GRADING FORM THAT IS PROVIDED ON THE COURSE HOMEPAGE OF BLACKBOARD AND OPERATES AS THE RUBRIC FOR EACH OF THESE ASSIGNMENTS. FOLLOW THE GRADING FORM WHEN DOING THESE ASSIGNMENTS.

1. **Field Experience:** Candidates will observe ways students with disabilities are included in general education classrooms. Fifteen hours of observation in three hour blocks are required for this class. All hours are to be in a classroom that includes those with disabilities. Each candidate chooses the appropriate setting or settings. Elementary education majors should be in a classroom for 3rd to 6th grade. Candidates majoring in secondary education

need to observe in a middle school or high school in a classroom for their content area. Candidates in K-12 certification majors may choose any grade from 3 to 12 within your content area. In addition to observing ways in which students with disabilities are included in the general education classroom, candidates will observe ways in which teachers collaborate to meet the needs of students with disabilities in a general education setting. A *Live Text* document for field experience will be provided for documentation and assessment. You must also bring a signature sheet for each setting. (The teacher signs, not the candidate.) This assignment is worth 100 points.

2. **Disability Movement:** Watch 2 specific movies (*Profoundly Normal* and *Music Within*) dealing with the lives of people with disabilities and how they were impacted by changes in legislation. A detailed description and rubric for this assignment is available in Module 3 of Angel.
3. **Specific Disabilities:** In your teaching career you are most likely to encounter the following disabilities most often: Learning Disabilities, Mental Retardation, Emotional and Behavioral Disorders, Attention Deficit Hyperactivity Disorder, and Autistic Spectrum Disorders. For this assignment you will develop a reference chart that addresses the following components for each of the 5 disabilities listed above:
 - a. IDEA Definition
 - b. Causes
 - c. Characteristics
 - d. Specific instructional strategies

A chart format for this assignment is available in Live Text.

4. **Litigation Synopsis:** Special education policies and practices have been greatly influenced by critical court decisions that have occurred since the middle of the twentieth century through today. Using chapter 2 of your text, identify 10 critical court cases, describe the issue that brought the case to court and summarize the outcome, and briefly describe the impact of the decision on special education practices.
5. **Legislation Synopsis:** For this assignment, describe the fundamental provisions of Public Law 94-142, Education of Handicapped Children Act of 1975 and its reauthorizations in 1986, 1990, 1997, and 2004. Additionally, summarize the impact of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and No Child Left Behind.
6. **PST/IEP Processes:** Access the Alabama State Department of Education's website and go to the special education link. Through this link you can access the *PST Manual* and *Mastering the Maze*. Using these documents as your resources, describe the purpose of the PST, the make-up of the committee,

and outline the steps in the PST process including timelines. Do the same for the IEP process.

7. **Discovery Questions**: Answer 3 discovery questions that will be provided in different modules in Angel. Answers must demonstrate mastery of the topic, be substantial in depth and scope, and be supported by correctly cited research. Writing must be well organized, clear, cogent, error-free, and must communicate clearly. Each question is worth 100 points.
8. **Universal Design for Learning (UDL)**: Create a UDL for your classroom (tell the grade and subject/subjects that you teach.) Describe your teaching philosophy incorporating UDL principles. How will you adapt/accommodate your instruction for students with the following disabilities? How would you accommodate learning preferences for these students? How would you develop learning interests for these students? How would your accommodations or adaptations be appropriate for those students who do not have a disability?
 - a. A student with a visual impairment
 - b. A student with a hearing impairment
 - c. A student with a learning disability

Evaluation Process

| | |
|---------------------------|-------------------|
| Field Experience | 100 points |
| Movie Reviews | 100 points |
| Disability Charts | 100 points |
| Litigation Synopsis | 100 points |
| Legislation Synopsis | 100 points |
| PST/IEP Process Summaries | 100 points |
| Discovery Questions | 300 points |
| UDL Plan | <u>100 points</u> |
| Point Totals | 1000 points |

Grading

Grades will be based on the percentage of total possible points earned by the candidate according to the following scale.

| | | |
|---|-------------|-------------------|
| A | 93-100% | 925 - 1000 points |
| B | 84-92% | 835 - 924 points |
| C | 75-84% | 745 - 834 points |
| D | 64-74% | 635 - 744 points |
| F | 64% & below | 0 – 634 points |

