

SPD 231 INTRODUCTION TO SPECIAL EDUCATION

Course Number is a required course for **Special** Ed. Generalist Teacher Certifications

College of Education

Department of Language Literacy and Special Populations

SPRING--2008

TEC-113

Through programs dedicated to collaboration in instruction, field experience and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor:

Jan Solomon

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Course Logistics:

Tuesday and Thursday: Lecture at TEC

8:00-9:20/ 9:30-10:50

Text/Readings:

A.Turnball, R.,Turnball, & M. Wehmeyer (2007)

Exceptional Lives: Special Education in today's schools. (5th ed.).

Upper Saddle River, NJ: Merrill/Prentice Hall.

Course Description:

This survey course presents characteristics of special need students, historical perspectives of special education, recommended education approaches, current trends and issues in special education. Field observation hours are required.

The instructor promises to do all that she can to make this course meaningful, interesting and enjoyable for you. Her goal is that you look forward to coming to class and have time in class fly by while learning many things along the way.

Standards Matrix:

<p>Objectives/Learning Outcomes-TLW</p>	<p>Activities (* indicates field-based activity)</p>	<p>Performance Assessment</p>	<p>Standards:</p> <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards (CEC)</u>
<p>#1 Recognize and describe characteristics of students with specific disabilities</p>	<p>*school site experiences and observations text readings and class discussions video snapshots parent interviews group reports professional development activities</p>	<p>Observation journals tests Parent interview reports Oral presentations</p>	<p><u>Spec.Ed. 4.1k, 4.3k, 4.6k,4.8k,4.9k,4.10k</u></p> <p><u>EC-12 Prof. Dev.-1.2k, 1.3k, 2.23k</u></p> <p><i>CEC Core- #2 Characteristics of Learners</i></p>
<p>#2 Examine and distinguish the protections and requirements of federal laws</p>	<p>* school site observations text readings and class discussions parent interview group reports</p>	<p>Observation journals Tests Parent interview reports Oral presentation</p>	<p><u>Spec.Ed. 1.1k, 1.5k, 1.6k, 1.7k, 1.8k,1.9k</u></p> <p><u>EC-12 Prof.Dev.-4.1k, 4.2k, 4.3k, 4.13k, 4.14k,</u></p> <p><i>CEC Core-#1 Foundations</i></p>
<p>Objective/Outcome</p> <p>#3 Identify and define elements utilized for IEP and program development</p>	<p>Activities (*indicates field based)</p> <p>*school site observations text readings and class discussions video snapshots parent interviews</p>	<p>Performance Assess.</p> <p>Observation journals Tests Parent interview reports</p>	<p>Standards</p> <p><u>Spec.Ed. 5.4k, 5.5k,6.3k, 6.4k, 6.8k, 6.9k,</u></p> <p><u>EC-12 Prof. Dev. 1.2k, 1.14k, 1.25k,</u></p> <p><i>CEC Core-#4 Instructional Content and Practice</i></p>
<p>#4 Differentiate practices needed to support inclusive instructional arrangement</p>	<p>* school site visits text readings and class discussions video snapshots</p>	<p>Observation journals Tests</p>	<p><u>Spec. Ed.- 6.1k, 6.4k, 6.8k, 8.6k, 9.7k,10.2k</u></p> <p><u>EC-12 2.1k, 2.2k, 2.3k,2.19k, 2.20k, 2.21k 2.22k, 3.9k</u></p> <p><i>CEC Core- #5 Planning and Managing the Teaching and Learning Environment</i></p>
<p>#5 Define and describe special education services and supports</p>	<p>*school site visits text readings and class discussions video snapshots parent interviews</p>	<p>Observation journals Tests Parent interview reports</p>	<p><u>Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k,</u></p> <p><u>EC-12- 1.14k</u></p> <p><i>CEC Core- #5</i></p>
<p>#6 Observe and</p>	<p>* school site visits</p>	<p>.Observation journals</p>	<p><u>Spec. Ed.- 3.3k, 3.5k,</u></p>

describe elements and interactions that support collaborative models and professional roles	text readings and class discussions video snapshots professional development activities	Tests Documentation of professional development hours	<u>EC-12-4.1k,4.2k 4.4k,</u> <i>CEC Core- #7 Communication and Collaborative Partnerships</i>
#7 Adhere to standards of ethical practice, confidentiality professional conduct	*school site visits class discussions professional development activities	Observation journals Tests Professional development hours	<u>Spec. Ed.- 2.5k, 3.6k,</u> <u>EC-12 4.14k</u> <i>CEC Core- #7 Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices</i>
#8 Recognize approaches, current trends and issues in special education	*school site visits texts readings and class discussions parent interviews group reports professional development activities	Observation journals Tests Parent interview reports Oral presentations Professional development hours	<u>Spec. Ed.-10.1k, 10.2k, 6.1k</u> <u>EC-12 2.6k, 2.16k, 2.18k</u> <i>CEC Core-#1, #2, #4,#5,#6, #7, #8</i>

www.sbec.state.tx.us
www.cec.sped.org

Course Format: Through lecture presentations, group activities, field experiences, text readings, class assignments and assessments, the instructor and students will work to achieve course objectives.

Course Content:

The learner will:

Demonstrate knowledge of the personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.

1. Demonstrate knowledge of federal laws related to special education.
2. Demonstrate knowledge of the development of individual education programs for students with disabilities.
3. Demonstrate knowledge of inclusive instructional arrangements for students with disabilities.
4. Demonstrate knowledge of instructional accommodations, adaptations, services and supports needed for educating students with disabilities.
5. Demonstrate knowledge of collaborative models and roles for special education and general education teachers.
6. Demonstrate professional conduct and respect confidentiality during field observation.

7. Demonstrate knowledge of recommended approaches, current trends and issues in special education.

Course Requirements:

1. Attendance/Participation. Regular and punctual attendance is expected. Students having 3 absences may be docked one letter grade for the course. Absence due to participation in field observation or professional activities is not excused because observation and activities are supplemental to the class. A student arriving late is responsible for requesting a correction to the attendance record at the end of class. No changes will be made to the attendance record once the instructor has left the classroom.

I as your instructor will only take responsibility for having handouts and material at class on the day initially provides. If you have to be absent, **be sure you have arranged for a peer to obtain materials, lecture notes and assignments for you.** They will not be available from me except on the date initially provided. **The three hours of absence provided by university policy should be used carefully for illness and emergencies.**

2. Field Observations. **Field observation hours are a requirement for this class.** These hours will be recorded in the **Office of Field Experience at SHSU** and are considered part of the state records for required field placement hours. Falsification of state records will result in course failure. Failure to complete all 10 hours will result in course failure. These observations must be completed in public school settings where individuals with disabilities receive care or services. Some of the observations that you might note are: What do you see happening, interactions between the teachers and students, Can you tell any modifications the teacher has made, what about placement of students, are learning centers used and how, can you tell what kind of behavior plan the teacher uses, is the language of the teacher positive or negative, how do the students behave, if there is a child with an obvious disability, how do the other students treat him/her, how are the students you observed handling frustration?. You are not limited to these, nor do you have to address each question. It is the responsibility of each student to schedule the school observations through the Office of Field Experience and submit documentation of these hours when completed. Each entry that you make of your field experience must include the date and time of the observation, the school name, teacher name, grade level and subject area. You will need 2 copies of the signature sheet from your school observation visits. The original copy will be submitted to the professor and you should keep one for your records. When the student records the field placement experience it should include two parts: **observation description and an observation reflection**

Note

All Students enrolled in education courses with a field experience component in the public school are required to **APPLY** at the beginning of the semester to the Educator

Preparation Program-before beginning your first field experience, currently, applications are located outside TEC 231. Applications are to be submitted to the Associate Dean's office with a check for \$75.00 made out to SHCPDEP (Sam Houston Center for Professional Development and Education Partnerships), a criminal history background check release, unofficial transcript, and unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools. (SHCPDEP Board Meeting, March 2003)

3. Professional Conduct during Observation. You are entering a career that will require you to work with children, parents, administrators and other educators. You will need to conduct yourself professionally whenever you visit a school or community site or engage in dialogue with personnel at these locations. It is important that you arrive on time, appropriately dressed, and ready to do whatever may be asked of you. Organization, punctuality, flexibility and patience are necessary in interpersonal relationships and education planning. Each of these positive dispositions should be presented through the course including field based observation times.

4. Presentation on a Case Study and Chapter Highlights. Teams consisting of a group of students will take responsibility for the presentation of a case study of a famous person with a disability to the class. Each team should plan a fun/engaging/creative presentation that highlights the important/key information in the assigned chapter related to the case study's disability. Presentation should involve class participation. Teams should plan about a thirty minute presentation. A one to two page summary handout along with a good website should be developed and provided at the time of your presentation.

5. Parent Interview: Each student will conduct a parent interview to obtain information regarding a child with a disability, as well as the parent's perspective on the disability and the educational services provided to their child. Students are responsible for turning in the interview results in written form to include the following: the original interview questions and notes (these may be handwritten), a two-three page synopsis of the interview with a reflection. The synopsis and reaction must be typed and doubled spaced. This assignment will be graded based on the quality and clarity of the writing and on completeness.

6. Book Report- "A Child Called "It" by Dave Pelzer or "Three Little Words" by Ashley Rhodes-Courters

7. Tests- There will be four tests scheduled throughout the semester by your professor. The fourth test will be a comprehensive Departmental Test.

8. Professional Development Hours: Students are responsible for documenting 5 hours of attendance or participation at meetings, conferences for activities sponsored by organizations for professional educators.

Evaluation (* indicates field-based activity):

*Field observation and reflection	150
Chapter Presentation	150
Parent Interview	100
Book Report	100
Prof. Development hours	25
Document Portfolio	25
Attendance/Punctual	50
Tests (4)	400

GRADE SCALE

920 - 1,000 = A
919 - 827 = B
826 - 734 = C

Expectations:

Please note the specific expectations included in descriptions of the course requirements listed above. Interactive discussions and group tasks will be used to develop many of the topics presented in the course. Students will participate in groups to facilitate good attendance and successful group activities. Appropriate class participation will ultimately determine the award of any attendance points for which the student may be eligible. *Cell phones are to be turned off and properly stored during class.*

Disability Statement: American with Disabilities Act.

SHSU adheres to all applicable federal, state, and local laws, regulation and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examination, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an

assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

