

SPD 535
EDUCATION OF EXCEPTIONAL CHILDREN AND YOUTH

Department of Language, Literacy, and Special Populations
College of Education
Sam Houston State University

Fall 2007

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:

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Text and Readings:

Friend, M., & Bursuck, W.D. (2006). *Including students with special needs: A practical guide for classroom teachers* (4th ed.). Boston: Allyn and Bacon

Additional readings supplied or identified by the instructor and posted on Blackboard.

Course Description:

The course is designed to familiarize teachers, administrators and other educators with the characteristics, problems, and educational needs of children who are exceptional. Readings and assignments will also explore strategies, adaptations and frameworks for the effective instruction of students with disabilities in inclusive settings.

Standards Matrix*:

Objectives and Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: State Standards Specialty Organization Standards
Students can list personal, psychological, social and emotional characteristics of exceptional students	Text readings, lectures and class discussions, video snapshots, group presentations and site study activities*	Tests, group activities and presentations, site study	<u>Spec.Ed. 1.3k, 1.6k, 1.5k, 4.1k, 4.11k</u> <u>Ed.Diag. 2.2s, 5.1k, 5.3k</u> <i>CEC Core- #2Dev. &Characteristics of Learners</i>
Students can describe the main points and the impact to schools of federal laws and local education agency policies and procedures pertaining to students with disabilities.	Text readings, lectures and class discussions, video snapshots, group presentations and site study activities*	Tests, group activities and presentations, site study	<u>Spec. Ed. 1.1k, 1.9k, 5.4k</u> <u>Ed.Diag. 1.1k, 1.2k, 1.4k, 1.5k, 6.9k</u> <i>CEC Core- #1 Foundations</i>
Students can enumerate the required components of an IEP and describe how the components are used to develop programs.	Text readings, lectures and class discussions, video snapshots, group presentations and site study activities*	Tests, group activities and presentations, site study	<u>Spec.Ed. 6.1k</u> <u>Ed.Diag. 4.3k</u> <i>CEC Core-#3 Individual Differences, #4 Instructional Strategies, & #7 Instructional Planning</i>
Students can list the benefits and drawbacks of an inclusive instructional arrangement.	Text readings, lectures and class discussions, video snapshots, group presentations and site study activities*	Tests, group activities and presentations, site study	<u>Spec.Ed. 1.7k, 6.8k, 7.1k</u> <u>Ed.Diag. 5.2k, 8.1k, 10.6k</u> <i>CEC Core- #5 Learning Environments and Social Interactions</i>
Students can describe ways to assess and instruct students with varied learning needs	Text readings, lectures and class discussions, video snapshots, group presentations and site study activities*	Tests, group activities and presentations, site study	<u>Spec.Ed. 1.4k, 4.6k</u> <u>Ed.Diag. 4.1k, 7.1k, 10.2k</u> <i>CEC Core-#6 Language & #8 Assessment</i>
Students can enumerate ways to manage problem behaviors and build social relationships with students	Text readings, lectures and class discussions, video snapshots, group presentations and site study activities*	Tests, group activities and presentations, site study	<u>Spec.Ed. 1.6k, 7.1k</u> <u>Ed. Diag. 9.5k</u> <i>CEC Core- #5 Learning Environments and Social Interactions</i>
Students can explain professional practices, partnerships and collaborations needed for serving students in inclusive environments	Text readings, lectures and class discussions, video snapshots, group presentations and site study activities*	Tests, group activities and presentations, site study	<u>Spec.Ed. 1.9k, 3.1k, 3.5k</u> <u>Ed.Diag. 3.1k</u> <i>CEC Core- #10 Collaboration</i>
Students can describe and explain the importance of professional conduct and respect for confidentiality during field activities	Site study* observations, interviews and reports	Site study assignment	<u>Spec.Ed. 3.1k, 3.5k</u> <u>Ed. Diag. 2.1k</u> <i>CEC Core- #9 Professional and Ethical Practice</i>

*Standards may be accessed at <http://www.sbec.state.tx.us> and <http://www.cec.sped.org>

Course Format:

Through text readings, lectures and discussions, participation in class assignments and activities, and completion of the site study tasks and criteria, the students and the instructor will work to achieve course objectives.

Course Content and Objectives:

The Learner will:

1. List personal, psychological, social and emotional characteristics of exceptional students.
2. Describe the main points and the impact to schools of federal laws and local education agency policies and procedures pertaining to students with disabilities.
3. Enumerate the required components of an IEP and describe how the components are used to develop programs.
4. List the benefits and drawbacks of an inclusive instructional arrangement.
5. Describe ways to assess and instruct students with varied learning needs.
6. Enumerate ways to manage problem behaviors and build social relationships with students.
7. Explain professional practices, partnerships and collaborations needed for serving students in inclusive environments.
8. Describe and explain the importance of professional conduct and respect for confidentiality during field activities.

Expectations: Students are expected to attend class, participate in class discussions and activities, and complete all course assignments.

Course Requirements:

Attendance and Participation: Regular and punctual attendance is expected. Students will not be penalized for three or fewer hours of absence when assignments have not been missed; however, a grade reduction of 30 points will occur for more than three hours of absence.

Tests: Two tests will be given. Tests will include information from the text, lecture notes and supplements, and class discussions.

Site Study Project: Each student will conduct a study of current practice at a school site. The project will include a review and analysis of the procedures, documentation, assessments, instructional models/methods, environments, campus supports, collaborations and strategic plans

related to the education of students with exceptionalities. Specific guidelines for the organization and format of this assignment will be provided.

Group Presentations: Each student will present the results of her or his site study project. Specific guidelines for the organization and format of this assignment will be provided.

Categorical Disabilities Seminar: Each student will lead the class in an exploration of a particular categorical disability.

Evaluation:

Points and Grade Distribution:

Tests 2 @ 50 pts. each	100	A= 450-405
Categorical Disabilities Seminar	100	B= 404-360
Site Study*	200	C= 359-315
Site Study Presentation	50	
(* indicates field-based activity)	450 total	

Course Schedule:

Date	Topic
August 20	Introductions Syllabus Introduction to course
August 27	Chapter 1
September 3	Labor Day
September 10*	Chapter 2, Chapter 4
September 17	Chapter 5 Disability Seminars
September 24	Chapter 6 Disability Seminars
October 1	Chapter 7 Disability Seminars
October 8	Chapter 8 Disability Seminars
October 15*	Chapter 9 Exam
October 22	Chapter 10 Site Study Presentations 1 group (Cathy, Jena)?
October 29	Chapter 11 Site Study Presentations 1 group

November 5	Chapter 12 Site Study Presentations 1 group
November 12*	Chapter 13 Site Study Presentations
November 19	Site Study Presentations 1 group
November 26	Site Study Presentations 2 groups
December 3	Site Study Presentations 2 groups
December 10*	Exam

SPD 535 Site Study Assignment

I. Demographic Description

Provide a narrative description of the campus addressing: school setting (urban, suburban, rural), total enrollment, age and grade levels, socioeconomic and ethnic make-up, percentages of students served through special programs (special education, bilingual/ESL, students at-risk, etc.) staff make-up (years of experience, etc.), other significant factors.

II. Foundations for Serving Students

A) Collect examples of the documentation forms and describe procedures related to each of the following:

- 1) Prereferral/Child Study/RTI
- 2) 504 Committees
- 3) Bilingual and ESL Assessments and Services
- 4) GT Assessments and Services
- 5) Students At-Risk (documentation and services)
- 6) Referral for Comprehensive Assessment
- 7) The ARD or IEP Team Meeting

B) Conduct brief interviews with appropriate staff to gain an understanding of the procedures used for each of the above and to inform your discussion of section III (below). **Include at the beginning of each section (II and III), a list showing the interview topics or questions discussed in the section and identify the key informants who were consulted.** Interview responses will be integrated and summarized throughout your descriptions of procedures and practices. You may, however, include specific quotes or reference your sources (*ex. According to the assistant principal*) if this provides clarity to your description. **Consult a general education teacher or team of teachers for discussion of the prereferral process.** Select other interview participants at your discretion. As you plan and conduct interviews, remember you will need information regarding topics addressed in both sections II and III of the study outline. You may choose to interview any or all of the following: a campus administrator, diagnostician, ESL or Bilingual teacher or coordinator, counselor, special education coordinator or team leader, classroom teachers, paraprofessionals, other school staff.

III. The Process and Content

Using information gained through your collection of documents, interviews and observations, describe each of the following as they apply or are implemented at your site:

- A) Continuum of Placement Options and Programs
- B) Strategic Plans and Service Models-note any specific targets for school improvement; describe current instructional groupings, adaptations and interventions for academic and behavior problems, and various student needs (Special Ed., Bilingual, At-Risk, GT, etc.)
- C) Supports for General Ed. and Special Ed. Staff-include discussion of models for planning, collaboration and staff development
- D) Parent and School Communication-summarize general classroom and school wide efforts. Focus on parent/school communication and collaborations that most directly support curriculum and instruction. Note any specific practices related to students with exceptionalities.

IV. Analysis and Conclusions

Interpret the information presented in your study. Discuss any insights you've gained. Identify evidence of what you consider examples of success and sound practice. Discuss any recommendations you might offer as an educational leader.

SPD 535 Site Study Guidelines

- The site study report should follow APA guidelines
- Do not include any identifying information (district, school, personnel or students) Use descriptors- Example: *An elementary campus within a large urban district* Modify any forms or documents to remove identifying information.
- Assume the role of an objective researcher as you approach your observations and interviews. Report your findings and write your descriptions in factual terms avoiding any expressions of opinion or judgment. In section IV you will offer evaluations and opinions based on your analysis of the information gathered during the study.
- Please remember the objective of this assignment is to conduct a careful and thorough examination of procedures and practices related to supporting students in inclusive settings. The goal is to help you better understand the issues surrounding the practical applications of the laws, procedures and strategies we study in the course.
- Key questions are provided to help you address many of the points relevant to sections II, III and IV of your study. The final product will be graded based upon organization and completeness, clarity of descriptions and quality of the analysis.

Site Study Key Questions:

Section II-Foundations for Serving Students

- Who coordinates the activities related to items 1-7? (Be sure to describe each of these activities).
- Who explains parental rights?
- What procedures apply when ESL or Bilingual students are referred for special education testing?
- Who schedules and chairs ARD meetings?
- What procedures ensure all necessary personnel are present?
- Is there any specific protocol observed at this campus with regard to coordinating and conducting ARDs?
- Who completes the ARD documentation and records minutes?
- Where are ARD meetings held?

Section III-The Process and Content

- Does the school have a mission statement expressing the belief that the professionals and other staff members arrive to meet the needs of all students? Is this mission statement displayed, discussed, and used to guide instructional practices?
- What evidence of LRE is present?
- What staffing needs and allocations support the placements, services and programs provided?
- Have staff members received adequate professional development on pertinent topics (for example, collaboration, responses to behavior, curricular adaptations)?
- How are related services delivered?
- What kinds of supports to students and teachers are in evidence?
- Have expectations been clarified for students with disabilities who are integrated into classrooms? Expectations include those related to instruction, discipline, and student evaluation and grading.
- How is progress monitored and documented for students with and without disabilities? How is IEP information managed? (Confidentiality maintained, access for teachers who work with the child provided).
- How is implementation of modifications documented?
- How do general education and special education staff members collaborate, communicate and plan instruction.
- Who participates in decisions about class size and groupings, schedules, school wide initiatives and interventions? How is this accomplished?
- How are parents involved in the instructional program?
- What forms of parent/school communication are evident?

Section IV-Analysis and Conclusions (support your conclusions with evidence)

- Do staff members understand the core special education legal foundations and the underlying intent or rationale behind specific procedures?

- How well and in what ways is instruction matched to the learning characteristics of students (with and without disabilities)?
- Has collaboration been fostered as a key component of the school's culture?
- Do policies and practices related to curriculum, instruction and discipline address the needs of all students, not just the needs of students with identified disabilities?
- Is it clear to all staff members that inclusion can only exist as a **schoolwide** belief system?

The site study will be evaluated based upon the following criteria:

Organization and Completeness (60 points) Contents are organized according to the site study outline and guidelines. All sections and subsections are included and clearly identified. Appropriate forms in section II are included and labeled. A list of interview topics and informants is included at the beginning of sections II and III.

Clarity of Information and Descriptions (80 points) Items and topics for each section and subsection are addressed. Explanations and descriptions are thorough, clearly communicated and reflect a consideration of key questions. Writing style, content and mechanics are consistent with graduate level work.

Quality of the Analysis (60 points) Discussion here represents a synthesis of information from the course and the site study. Interpretations offered are supported by specific evidence presented in the site study. Analysis reflects an understanding of the theories, laws and recommended practices presented in the course.

SPD 535 Disability Seminars

Students will conduct a seminar for the class on the topic of individual categories of disabilities. Topics will be assigned the second class night.

Seminars should present a comprehensive overview of the disability, covering the following areas:

Definition of the disability, types of conditions that may give rise to this disability category, prevalence, populations typically affected, etc.

Assessment and evaluation—standardized, curriculum-based, teacher-made, authentic methods, grading practices, student self-assessments, etc.

Instructional Adaptations and Accommodations—modified materials and methods, grouping strategies, collaborative teaching, peer coaching, homework and study skills, metacognitive strategies, etc.

Management and Development of Positive Behaviors and Social Skills—classroom and school discipline strategies, conflict resolution, social skills curricula, cognitive behavior management strategies, collaborations with peers and parents, etc.

Seminars may be presented in any form—roundtable discussion, presentation, etc. Groups should prepare a short handout outlining these areas, with references and resources for further information

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 examinations, 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.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the 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.