

## SPD 231 INTRODUCTION TO SPECIAL EDUCATION

*Course Number is a required course for Special Ed. EC-12 and EC-4 Generalist Teacher Certifications*  
**College of Education**

### Department of Language Literacy and Special Populations

*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.*

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**Text/Readings:** Turnbull, Rud, Turnbull, A., Shank, M., Smith, S. & Leal, D. (2006). *Exceptional lives: Special education in today's schools*. (5<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill/ Prentice Hall.

**Course Description:** This survey course presents characteristics of special needs students, historical perspectives and legal foundations of special education, recommended education approaches, current trends and issues in special education. Field observation hours are required.

**Standards Matrix:**

Objectives/Learning Outcomes-TLW	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>Specialty Organization Standards (CEC)</u></li> </ul>
#1 Recognize and describe characteristics of students with specific disabilities	*school site experiences and observations text readings and class discussions video snapshots parent interviews group reports professional development activities	Observation journals tests Parent interview reports Oral presentations	<u>Spec.Ed. 4.1k, 4.3k, 4.6k, 4.8k, 4.9k, 4.10k</u>  <u>EC-12 Prof. Dev.- 1.2k, 1.3k, 2.23k</u>  <i>CEC Core- #2 Characteristics of Learners</i>
#2 Examine and distinguish the protections and requirements of federal laws	* school site observations text readings and class discussions parent interview group reports	Observation journals Tests Parent interview reports Oral presentation	<u>Spec.Ed. 1.1k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k</u>  <u>EC-12 Prof.Dev.-4.1k, 4.2k, 4.3k, 4.13k, 4.14k,</u>  <i>CEC Core-#1 Foundations</i>
<b>Objective/Outcome</b>	<b>Activities (*indicates field based)</b>	<b>Performance Assess.</b>	<b>Standards</b>

#3 Identify and define elements utilized for IEP and program development	*school site observations text readings and class discussions video snapshots parent interviews	Observation journals Tests Parent interview reports	<b><u>Spec.Ed. 5.4k, 5.5k,6.3k, 6.4k, 6.8k, 6.9k,</u></b>  <b><u>EC-12 Prof. Dev. 1.2k, 1.14k, 1.25k,</u></b>  <i>CEC Core-#4 Instructional Content and Practice</i>
#4 Differentiate practices needed to support inclusive instructional arrangement	* school site visits text readings and class discussions video snapshots	Observation journals Tests	<b><u>Spec. Ed.- 6.1k, 6.4k, 6.8k, 8.6k, 9.7k,10.2k</u></b>  <b><u>EC-12 2.1k, 2.2k, 2.3k,2.19k, 2.20k, 2.21k 2.22k, 3.9k</u></b>  <i>CEC Core- #5 Planning and Managing the Teaching and Learning Environment</i>
#5 Define and describe special education services and supports	*school site visits text readings and class discussions video snapshots parent interviews	Observation journals Tests Parent interview reports	<b><u>Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k,</u></b>  <b><u>EC-12- 1.14k</u></b>  <i>CEC Core- #5</i>
#6 Observe and describe elements and interactions that support collaborative models and professional roles	* school site visits text readings and class discussions video snapshots professional development activities	.Observation journals Tests  Documentation of professional development hours	<b><u>Spec. Ed.- 3.3k, 3.5k,</u></b>  <b><u>EC-12-4.1k,4.2k 4.4k,</u></b>  <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	<b><u>Spec. Ed.- 2.5k, 3.6k,</u></b>  <b><u>EC-12 4.14k</u></b>  <i>CEC Core- #7 Communication and Collaborative Partnerships &amp; #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	<b><u>Spec. Ed.-10.1k, 10.2k, 6.1k</u></b>  <b><u>EC-12 2.6k, 2.16k, 2.18k</u></b>  <i>CEC Core-#1, #2, #4,#5,#6, #7, #8</i>

## I. Course Format:

Through lecture presentations, group activities, field experiences, text readings, class assignments and assessments, the students and instructor will work to achieve course objectives. Supplemental lecture materials will be posted on Blackboard for reference.

## II. Course Content:

The learner will:

1. Recognize and describe personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.
2. Examine federal laws related to special education.
3. Identify elements needed for development of individual education programs for students with disabilities.
4. Differentiate practices that support inclusive instructional arrangements for students with disabilities.
5. Define and describe instructional accommodations, adaptations, services and supports needed for educating students with disabilities.
6. Observe and describe elements and interactions that support collaborative models and roles for special education and general education teachers.
7. Adhere to standards and procedures for professional conduct and respect confidentiality during field observations.
8. Recognize approaches, current trends and issues in special education.

## III. Course Requirements:

### Application to Educator Preparation Program

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 their first field experience. The application is now available online. **Failure to do so may 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.

### Field Observation Hours

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 or grade reduction. 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. A copy of the log of field experience hours with signatures will be submitted with observation reflections.

### **Professional Conduct During Observations/Coursework**

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.

## **IV. Course Assignments/Evaluation:**

**1. Attendance/Participation.** Regular and punctual attendance is expected. Students having 3 absences may be docked one letter grade for the course. More than 3 absences may result in additional letter grade reductions. Absence due to participation in field observations or professional activities is not excused because observations 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.

**2. Observation Responses.** Observation responses should include anecdotal notes concerning events and activities as well as explanations and evaluations of the interactions among teachers and students in the settings observed. Each response must include the date and time of the observation, the school name, teacher name, grade level, and subject area. Each response should include both an observation description and an observation reflection.

**3. Presentation on Chapter Highlights.** Teams consisting of a group of students will take responsibility for a presentation to the class on a required textbook chapter. Each team should plan a fun/engaging/creative presentation to highlight the important/key information in its assigned chapter. Presentations should involve class participation. Teams should plan about a thirty minute presentation. During the presentation, each team should give ideas that it considers most important for future teachers, explain how the team perceives they can use these ideas when teaching, what the team found most and least interesting in the chapter. A one to two page summary handout along with a good website should be developed and provided at the time of your presentation.

**4. Movie Review.** Students will select a movie that involves a character(s) with a disability. It should be typed and double-spaced. This 3-5 page assignment will be graded on quality and clarity of the writing, professional presentation and on completeness. The narrative should include:

- a) Cover sheet with an appropriate title
- b) Summary including the title, characters, setting, and plot
- c) Identification of characteristics of the disability as portrayed by the character in the movie
- d) Description of positive and/or negative attitudes and relationships with other peers, family, members, and community members.
- e) Describe the support that were or could have been provided for the disabled character
- f) Discuss the effectiveness of how the character's disability was portrayed and the what knowledge you derived from completing this assignment.

**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. This 8-10 page assignment should be typed and double-spaced. It will be graded on quality and clarity of the writing, professional presentation and on completeness. Each part of the assignment should be clearly labeled and identified and include the following:

- a) Cover sheet with an appropriate title
- b) Original interview questions and notes (these may be handwritten)
- c) Interview synopsis written in a narrative format
- d) Disability overview w/citations and references in APA format
- e) Reflection to the parent interview and information obtained
- f) Reference page in APA format

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

**7. Tests.** There will be three tests scheduled throughout the semester and a comprehensive final.

### **Evaluation Rubric:**

2 Observation Response Journals @50	100
Chapter Presentation	100
Movie Review	50
Parent Interview*	150
Professional Development Hours	50
<u>4 Exams @100</u>	<u>400</u>
	850

### **Grade/Point Distribution**

A= 765-850	90%
B= 680-764	80%
C=637-679	75%
D=595-636	70%
Below 595 =F	

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 table 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.

### **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.