

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, R., Turnbull, A., Shank, M., Smith, S. & Leal, D. (2006). *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 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"> • State Standards • Specialty Organization Standards (CEC) |
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| #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 Independent activities Movie review | Independent activities Movie review Observation journals Tests Parent interview 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 Independent activities | Independent activities Observation journals Tests Parent interview 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> |
| #3 Identify and define elements utilized for IEP and program development | *school site observations text readings and class discussions video snapshots parent interviews Independent activities | Independent activities Observation journals Tests Parent interview | <u>Spec.Ed. 5.4k, 5.5k, 6.3k, 6.4k, 6.8k, 6.9k,</u> <u>EC-12 Prof. Dev. 1.2k, 1.14k, 1.25k,</u> <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 Independent activities Movie review | Independent activities Movie review Observation journals Tests | <u>Spec. Ed.- 6.1k, 6.4k, 6.8k, 8.6k, 9.7k, 10.2k</u> <u>EC-12 2.1k, 2.2k, 2.3k, 2.19k, 2.20k, 2.21k 2.22k, 3.9k</u> <i>CEC Core- #5 Planning and Managing the Teaching and Learning Environment</i> |

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| #5 Define and describe special education services and supports | *school site visits text readings and class discussions video snapshots parent interviews Independent activities Movie review | Independent activities Movie review Observation journals Tests Parent interview | <u>Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k,</u> <u>EC-12- 1.14k</u> <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 Independent activities | Independent activities Observation journals Tests Professional development hours | <u>Spec. Ed.- 3.3k, 3.5k,</u> <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 text readings and class discussions professional development activities Independent activities Movie review | Independent activities Movie review 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 Independent activities Movie review | Independent activities Movie review Observation journals Tests Parent interview 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

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 schools 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 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.

Field Observation Hours.

Ten (10) field observation hours are required 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. All 10 hours must be completed in public school settings with students that have been identified as having disabilities. Students requesting substitution of other experience must contact the *Office of Field Experience* for approval by the established deadline.

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. Organization, punctuality, flexibility, and patience are necessary in interpersonal relationships and educational planning. Each of these positive dispositions should be presented through the course including during your field based observation times.

IV. Course Assignments/Evaluations:

1. Field Experience Observation Log. Students will need 3 copies of the field observation log sheet with signatures from their school observation visits. It is the responsibility of each student to submit the original documentation of these hours with each school's one-page AEIS report by the deadline to the *Office of Field Experience*. A copy will be submitted in class for a grade and a copy should be kept for your records.

2. Field Experience Profile/School Observation Journal.

Part I: To document diversity of field experience, students are required to enter all experiences on their on-line Field Experience Profile. Detailed procedures and related information is posted on the *Office of Field Experience* website: http://www.shsu.edu/~edu_ofe/

Part II: Students must submit a copy of the on-line field experience profile for class credit. Each journal entry should include the following two sections, which should be clearly labeled and identified. This assignment will be graded based on the quality and clarity of the writing, professional presentation and on completeness.

- a) **Observation description** should include the date and time of the observation, the school name, grade level, and subject area. Describe critical elements of the observation in this section, for example: Materials and technology within the learning environment, teaching instructional methods, and any evidence of modifications or accommodations for students with a disability. Anecdotal notes concerning events and activities as well as explanations and evaluations of the interactions among teachers, students in the settings observed should also be included.
- b) **Observation reflection** should include a response to the experience and any information derived while completing the observation.

3. Disability Awareness Group Report and Oral Presentation.

Students will work in groups of no more than three (3) people to research information about a “notable” individual with disability and present a report of findings to the class. The emphasis of this assignment is to explore the impact of various types of disabilities on the social, educational and career experiences of individuals.

In order to represent historical patterns as well as current trends and issues, students may research individuals who are living or deceased. To ensure an appropriate range of disabilities is represented and to coordinate subject matter with lectures, the instructor will approve all topics and presentation dates. The following format for the oral report is suggested and will provide the basis for evaluation of this assignment. An outline or copy of the PowerPoint presentation will be submitted to the instructor.

- a) Identification/description of the individual and disability
- b) Explanation of the social (may include family), educational and career experiences of the individual and impact of the disability in these areas
- c) Presentation of a visual/audio aid or artifact that represents this individual's story. Tell how and why.
- d) Implications of this individual's life story for educators
- e) Identification of sources used in the report and relevant resources for future reference

4. Independent Activities/Discussions.

Independent/discussions activities will be assigned in class or posted to Blackboard. The topics involve legal issues, case studies, current events in the field of special education, and website/text/video reviews.

5. Parent Interview.

Students will conduct a parent interview to obtain information regarding a child with a disability. The interview includes, but is not limited to: 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 based on the quality and clarity of the writing, professional presentation and on completeness. The section of the assignment should be clearly identified and include the following:

- a) Cover sheet with an appropriate title;
- b) Interview synopsis written in a narrative format;
- c) Disability overview w/citations and references in APA format;
- d) Reflection to the parent interview and information obtained; and
- e) References in APA format.

6. 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 based on the quality and clarity of the writing, professional presentation and on completeness. The narrative should include:

- a) Cover Sheet with an appropriate title;
- b) Summary: Summary including the title, character(s), setting, and plot;
- c) Disability Overview: Clearly identify the characteristics of the disability as portrayed by the character(s) in the movie;
- d) Implications: Identify and describe positive and/or negative attitudes and relationships with other peers, family members, and community members;
- e) Modifications, accommodations, and/or services: Describe the supports that were OR could have been provided for the disabled character;
- f) Reflection: Discuss the effectiveness of how the character's disability was portrayed AND the knowledge derived by completing this assignment.

7. 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 along with a one-page summary describing the knowledge/benefit acquired from your participation. Students will be required to obtain documentation for participation at meetings, conferences or activities.

8. Teacher Disposition Summary Chart.

At the end of the semester, students will be expected to complete a Teacher Dispositions Summary. The assignment will be posted online on TK20. The dispositions are expected of candidates training to be teachers. These are not only state standards but national standards as well. Students are responsible to make these dispositions visible by showing evidence that they consistently value and practice these dispositions and consistently demonstrate good judgment and decision making at the Novice Level of Competence. For each descriptor under each disposition, students will rate and justify their best judgment of how often, when given the opportunity, they have demonstrated the behavior. A hard copy of this document is available on Blackboard under "Assignments" to view and use as a draft.

9. "Urban Legend" Article.

In order to participate in this class activity, students will read an article by Dr. Rick Lavoie and write a one-page synopsis. The synopsis will contain (1) an overview of what the article was about (main ideas and supporting details); and (2) a reflection of how the content of the article will impact your attitude and teaching style as you work with all students, including students with special needs.

10. Examinations.

Three multiple-choice examinations and a final comprehensive course exam will be administered in this course. Make-up exams will be available only in extreme circumstances.

11. Attendance/Participation.

Regular and punctual attendance is expected. Absence due to participation in field observations or professional activities is not excused because observations and activities are supplemental to the class. The three (3) hours of absence provided by university policy should be used carefully for illness and emergencies. Thereafter, 10 points will be deducted for each absence after the one provided per university policy. **(Note that for this class, 1 class session = 3 hours).**

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| <u>Evaluation Rubric:</u> | Field Experience Log & Observational Profile | 100 |
| | Group Disability Report & Oral Presentation | 50 |
| | "Urban Legend" Article | 50 |
| | Five (5) Independent/Discussion Activities | 250 |
| | Parent Interview | 100 |
| | Movie Review | 100 |
| | Professional Development Hours | 50 |
| | Teacher Disposition Chart | 50 |
| | Four Exams @ 100 | 400 |
| | <u>Attendance</u> | <u>100</u> |
| | | 1250 |

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| <u>Point Distribution:</u> | 1125-1250 = A |
| | 1000-1124 = B |
| | 875-999 = C |
| | Below 874 = 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 groups to facilitate good attendance and successful group activities. Adding/modifying/deleting assignments are the instructor's right and will be announced in a timely manner.

Student Syllabus Guidelines. Detailed descriptions of the following procedures can be found online at <http://www.shsu.edu/syllabus/>

- **Academic dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom.
- **Classroom rules of conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning.
- **Student absences on religious holy days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.
- **Students with disabilities 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.
- **Visitors in the classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor.