

THE EXCEPTIONAL CHILD – fall 2011
LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION

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COURSE DESCRIPTION:

CIEP 401 offers an introduction to special education and focuses on the diverse needs of exceptional children from an educator's perspective. Definitions, classification systems, etiologies, epidemiological information and the educational, cultural, social and biological characteristics of individuals with learning and behavioral disabilities will be addressed. Significant historical trends, current issues and the impact of local, state and federal laws and regulations on educational services for children with disabilities will be examined. Students will learn how to apply psychological principles to instructional situations and how to avoid discriminating against students with exceptional needs.

1. Students will gain an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional.
2. Students will understand the basic processes and procedures involved in assessment, identification, and placement of students referred for special education.
3. Students will gain an appreciation of the impact of educational and psychological disabilities upon the individual and the destructive role of prejudice.
4. Students will gain an understanding of the legal and ethical considerations that directly affect how society is challenged to meet the needs of exceptional students.
5. Students will learn about regulatory requirements, legislation, and the history of education for students with specific needs.
6. Students will use electronic resources to research educational resources for teachers and parents of exceptional students.
7. Students will participate in exploring awareness, acceptance, and embracement of diversity through discussions and classroom activities.

COURSE OBJECTIVES:

Objective 1a: Candidates will demonstrate knowledge of the connection between civil-rights issues and people with exceptionalities. Specifically, this course will cover the six principles of the Individuals with Disabilities Education Act 1997 (IDEA), IDEA 2004, Section 504, the use of "people first" language, and the four outcomes identified by Congress for persons with special needs.

Objective 1b: Candidates will demonstrate an understanding of socially constructed concepts of race, culture, ethnicity, socioeconomic class (SES), gender, and identity. Candidates will acquire knowledge of the traditions, cultures, and languages of principal minority and ethnic groups residing in the state.

Objective 1c: Candidates will demonstrate an understanding of the process of second language acquisition and strategies to support the learning of students whose first language

is not English. The needs of English language learners will be embedded in instruction throughout the coursework.

CEC Common Core Standard 1; NCATE Standard 5a.

Objective 2a: Candidates will demonstrate knowledge of where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members.

Objective 2b: Candidates will demonstrate an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional. Candidates will

CEC Common Core Standards 1-3, 6, 9; NCATE Standard 1.

Objective 3a: Candidates will demonstrate an understanding of state-of-the-art assessments and interventions for individuals with exceptionalities. These will include, but will not be limited to, problem solving, Response to Intervention, positive behavioral supports (e.g., universal, group, individual), community schools, wrap-around services, access to the general curriculum approaches, quality of life, family-school partnerships, and curriculum-based assessment. Candidates will demonstrate an understanding of all types of classroom assessments and begin to acquire an ability to analyze student data. Candidates will receive exposure to the key principles from cognitive psychology about how human beings learn and children develop. Candidates will demonstrate knowledge of classroom management strategies and special education. Candidates will become familiar with the most critical education issues of the day, including the “achievement gap.”

Objective 3b: Candidates will demonstrate an understanding of the role of assessment in learning and instruction, and construct methods that appropriately evaluate the performance of diverse learners. While employing the Response to Intervention Model (RtI), candidates will demonstrate knowledge of scientifically based reading and math instruction for Tier Two and Tier Three diverse learners. Candidates will demonstrate knowledge of research-based Positive Behavioral Interventions for diverse learners.

CEC Common Core Standards 4, 5, 7, 8; NCATE Standards 2f, 2i, 3b, 3d, 4

Objective 4a: Candidates will demonstrate knowledge of how to collaborate with others (e.g., teachers, parents, community members, candidates, politicians) in advocating for the success of all students and their families.

Objective 4b: Candidates will be able to discuss professionals’ collaborative roles in referrals and in developing programming plans for students with special needs, using the 6 primary principles of IDEA through an individualized program plan (IEP). Candidates will demonstrate knowledge and skills needed by special education teachers at the elementary and secondary level, including behavioral analysis and modification.

CEC Common Core Standard 10; NCATE Standard 5a, 5c, 5d.

Objective 5: Candidates will demonstrate knowledge of how to use assistive and adaptive technology to support learner-centered strategies that address the diverse needs of students. Applications of technology will be integrated into the coursework as it relates to diverse learners.

CEC Common Core Standard 4; NCATE Standard

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

John P. Forde, Ph. D.

Through this course, the School of Education’s Conceptual Framework—*Professionalism in Service of Social Justice*—will be exemplified through its commitment to a democratic learning community. Students are expected to acquire and apply the knowledge, skills, and dispositions that will prepare them to support the development and education of all students.

Diversity

In concert with the mission statement for the [School of Education, faculty](#), academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

Technology

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

Required Texts:

Turnbull, A.P., et al. (2010). *Exceptional lives: Special Education in Today's Schools* (6th ed.). Upper Saddle River, NJ: Prentice Hall, Inc. ISBN-10: 0-13-701104-0

Grading System

- | | |
|---|-------------------|
| 1. Parent Interview or options | 100 points |
| 2. FBA/BIP | 50 points |
| 3. Achievement Gap Assignment | 40 points |
| 4. Sean’s Story worksheet | 10 points |
| 5. Understanding Student Needs worksheet | 10 points |
| 6. Cooperative Learning Projects | 200 points |
| 7. Tests (3) | 300 points |
| 8. Small Group Portfolio Project | 200 points |
| 9. Class Participation | 100 points |

900- > A

John P. Forde, Ph. D.

800 – 900 B

700 – 800 C

600-700 D

PARTICIPATION: Attendance at each class meeting is important for both successful lecture-discussions and for active participation in cooperative learning projects. Students are expected to actively contribute to class discussions (10% of final grade) and Cooperative Learning Projects.

TENTATIVE CLASS SCHEDULE

| <u>DATE</u> | <u>TOPIC</u> | <u>READINGS</u> | <u>DUE DATES</u> |
|-------------|---|-------------------------------|--|
| 8-31-11 | *Course Overview *Ch 1 Overview of SPED ^Would You Rather? | <i>Chp. 1,2,3</i> | |
| 9-7-11 | * Ch 2-Universal design/Ch 3- Collaboration & Multi-cultural Responsiveness #Watch Sean’s Story(SS) ^Would You Rather | <i>Chp. 4</i> | CLP#1 |
| 9-14-11 | *Ch 4-Families/Partnerships **Parent/son guest speakers | <i>Chp.5</i> | CLP#2 |
| 9-21-11 | *Ch 5-learning disabilities Discuss Sean’s Story | <i>Study for test</i> | Study for 1st test;CLP#3- SS |
| 9-28-11 | #Watch Film on LD **1 st test-chapters 1-5 | <i>Chp. 6</i> | |
| 10-5-11 | *Ch 6 Communication Disorders **Family guest speakers | <i>Ch 7 & 8</i> | CLP#4 |
| 10-12-11 | *Ch 7 Behavior disorders *Ch 8 ADHD | <i>Work on portfolios</i> | _____ |
| 10-19-11 | PORTFOLIO Presentations | <i>Ch 9 & 10</i> | _____ |
| 10-26-11 | Ch 9 Mental Retardation Ch 10 Severe and Multiple Disabilities | <i>Chp. 11 & 12</i> | |
| 11-2-11 | Ch 11 Autism Ch 12 Physical disabilities & OHI 2nd Test-chapters 6-10 | <i>Chp. 13 & 14</i> | |
| 11-9-11 | Ch 13 Traumatic Brain Injury Ch 14 Hearing Loss | <i>Ch 15 & 16</i> | CLP #6 |

| | | | |
|--------------------------|---|---------------------------|----------|
| 11-16-11 | Ch 15 Visual impairments Ch 16 Gifted | <i>Work on portfolios</i> | CLP #7/? |
| 11-30-11 | Special discussions/sharing/ 3rd test-chapters 11-16 or | Work on portfolios | |
| 12-7-11 | Special discussions/sharing/ 3rd test-chapters 11-16 or | | |
| 11-23-11 _____ | no class | | |

ASSIGNMENTS:

1. PARENT INTERVIEW: A PARENT’S PERSPECTIVE (3 pages)

Objective: To gain insight into the families of children, especially those who have special needs. To prepare a package of information useful to parents of a student with one of the following disabilities discussed in class

Task 1: Interview a parent of a child who has been diagnosed with a disability and who receives special education services. Ask questions regarding their thoughts and feelings about such things as: school programming, support groups, behavior management strategies, learning outcomes, inclusion, etc. You are free to adapt this project to meet your individual needs. For example you may interview a person other than a parent who has had a direct relationship with a person with a disability. (1-2 pages typed)

Task 2: Prepare a parent information package on one of the disabilities listed above, including helpful information on school programming, support groups, behavior management strategies, learning outcomes, inclusion, etc. This packet would list websites, etc. the parent may access to find additional supports for their child. (1 page typed)

Sample series of questions:

What disability label has your child been given?

What are the characteristics of your child’s disability?

How do you feel about this label? Does it accurately define your child’s needs? Has it limited your child’s growth in any manner?

How effective has the school system been in meeting your child’s needs?

What have been some of the challenges in the school system? (inclusion)

What have been some of the successes in the school system?

What have been some of the challenges/successes within your family unit?

What have been some of the challenges/successes within your community?

What strategies have been most successful in supporting your student's needs? (behavioral, academic, medical, therapeutic, support group)

How often have you been interviewed or asked to share your feelings about parenting a child with special needs?

Any final thoughts/feelings you would like me to take away from this interview

Additional Options-Individual Project

If you feel unable to complete a Parent Interview over the course of the semester, you have additional options to meet the requirement of the Parent Interview. Choose from the topics below and complete either a two-page class handout on your topic as defined below or prepare a brief annotated bibliography regarding the topic as defined below. You must choose an individual topic (graphic organizers, epilepsy, multi-culturalism in the classroom, therapeutic group games, topic of your choice),

Sample of additional option project: DEVELOPING A HEALTHY MULTICULTURAL ATMOSPHERE IN THE CLASSROOM

Objective: To research current, effective strategies for promoting a healthy multicultural atmosphere within the classroom and school. Students will focus on current research strategies which would include/supplement the textbook.

Task: The finished product would be a practical handout to assist teachers and classroom teams on promoting multiculturalism. **Students will prepare a handout for class which will include practical strategies for promoting multiculturalism. The handout will include a bibliography of educational research materials used to develop the classroom and school-based strategies.**

Research the individual topic (i.e. graphic organizers) and prepare either a :

Handout focused on Classroom-based interventions:

1. Prepare a 2 page class handout (for all classmates) which includes the following;
 - A. The term defined
 - B. Classroom strategies to use/implement graphic organizers within a classroom
 - C. List of references

Or conduct

TRADITIONAL RESEARCH (2-3 pages)

Objective: To research an area of interest with the field of special education.

Task: Pick one topic related to special education that you would like to learn more about and read up to three related journal articles.

Output: Write an annotated bibliography for each of the three articles. The annotated bibliography should contain the citation of the article (using APA style), a brief description on what the article covered, and a reflection of how the article has expanded your knowledge of the topic and how you might use this knowledge in your professional practice.

2. FBA/BIP project: consists of getting together in a small group during class and working together in an FBA/BIP process by reading a child's behavioral scenario and developing a supportive plan: Will be done in class

3. Achievement Gap Assignment: you will find details in Blackboard under assignments: will be assigned once thread is opened in Blackboard-instructor will let you know when that occurs

4. Sean's Story Assignment: will be completed after viewing the Sean's Story film

5. Understanding Student Needs Assignment: will be completed after viewing the film

6. COOPERATIVE LEARNING PROJECTS:

The cooperative learning project points will be fulfilled in the following manner: The class will be divided into cooperative learning groups and each group will compose a written response to the assigned topic/question and submitted to the instructor in writing for evaluation. *Credit for cooperative learning projects completed in class cannot be made-up if a student is absent from class. However, all students will be allowed one free pass on cooperative learning projects. In other words, if we complete six projects, only five will be recorded for a grade.* The guidelines for participation are as follows:

1. Everyone should have an opportunity to participate.
2. Minority opinions and ideas should be discussed and considered – thus each member should be checked with prior to turning in the completed activity. If there is dissenting opinion within the group, attach a written addition to the final product.
3. Share responsibilities by taking turns writing the summary, leading the group, etc.
4. Prior to completing an activity, discuss how the group process went and develop a plan (if necessary) for improving communication.
5. If there is an unresolved conflict within your group, talk with the instructor.

7. Test-3 tests, 100 points each, multiple choice (approximately 50 questions per test)

8. Small Group Portfolio Project

All students will be required to choose a Portfolio Topic as listed in the link entitled Portfolio Sign-up located in Assignments. It will be completed with 1-3 partners from class. Partners will be determined within the first few class sessions.

Objective; Your assignment is to research learning/behavioral intervention strategies and provide classmates with a summary of strategies, including detailed methods to implement the intervention/strategy. Student will focus on an area of exceptionality, such as learning disabled, behavior disordered, mental retardation, autism, AD/HD, parenting supports/interventions.

Task: Must be a practical, informative hands-on guide to assist teachers/educational teams in assisting students. This is a direct intervention project.

Student teams will present to class (in a five minute overview) and provide hand-out on the week in which disability is covered in class or at the established Portfolio presentation time assigned to your pair.

Output: Provide all students with a useful summary with interventions and journal references where strategies are described in more detail.

9. Class participation-participating in class discussion, any additional, small assignments that may be assigned

WEBSITES OF INTEREST:

US Department of Education

<http://www.ed.gov/>

US Office of Special Education

<http://www.ed.gov/offices/OSERS/>

ERIC Clearinghouse

<http://ericec.org/>

University of Virginia – Special Education

<http://curry.edschool.virginia.edu/go/specialed/>

US Autism Society

<http://www.autism-society.org/>

Illinois State Board of Education

<http://www.isbe.state.il.us/>

Council for Exceptional Children

<http://www.cec.sped.org/>

National Council on Disability

<http://www.ncd.gov/>

Learning Disability Association

<http://www.ldanatl.org/>

FILM TITLES

A Beautiful Mind
 Awakenings
 Best Boy
 Bill
 Born On The Fourth Of July
 Boys On The Side
 Butterflies Are Free
 Children Of A Lesser God
 Death Be Not Proud
 Dominic And Eugene
 Elephant Man
 Forest Gump
 Good Will Hunting
 If You Could See What I Hear
 Interrupted Melody
 Lorenzo's Oil
 Mask
 Miracle Worker
 My Left Foot
 My Private Idaho
 Of Mice And Men
 Passion Fish
 Patch Of Blue
 Philadelphia
 Places Of The Heart
 Rain Man
 Scent Of A Woman
 Sneakers
 The Switch
 The Best Years Of Our Lives
 The Doctor

DISABILITY

Schizophrenia
 Rare Neurological Disorder
 Mental Retardation
 Mental Retardation
 Paraplegic
 Aids
 Visual Impairment
 Hearing Impairment
 Brain Tumor
 Mental Retardation
 Neurofibromatosis
 Paraplegic, Cognitive Disability
 Gifted
 Visual Impairment
 Polio
 Rare Brain Dystrophy
 Physical Deformity
 Deaf/Blind
 Cerebral Palsy
 Narcolepsy
 Mental Retardation
 Unknown Disability
 Visual Impairment
 Aids
 Visual Impairment
 Autism
 Visual Impairment
 Visual Impairment
 Quadriplegia
 Physical Disability
 Cancer

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| | |
|------------------------------|------------------------|
| The Homecoming | Paraplegic |
| The Hunchback Of Notre Dame | Physical Deformity |
| The Light That Failed | Visual Impairment |
| The Man Without A Face | Physical Disfigurement |
| Other Side Of The Mountain | Paraplegia |
| To Race The Wind | Visual Impairment |
| Wait Until Dark | Visual Impairment |
| Water Dance | Physical Disability |
| What's Eating Gilbert Grape? | Retardation |
| When Billy Broke His Head | Traumatic Brain Injury |
| When You Remember Me | Muscular Dystrophy |