

THE EXCEPTIONAL CHILD – fall 2008
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.

COURSE OBJECTIVES:

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.

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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

http://www.luc.edu/education/academics_policies.shtml#honesty

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
John P. Forde, Ph. D.

(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. More information is available at:

<http://www.luc.edu/sswd/register.shtml>

Harassment

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Conceptual Framework

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.

Role of technology in the framework of this course

Through this course, students will use electronic resources to research educational resources for teachers and parents of exceptional students and to research educational strategies related to special education. Students will be required to access Blackboard to acquire required coursework materials. Students will be exposed to a wide variety of web-related informational sites.

Diversity

“The concept of diversity encompasses acceptance and respect. □It means understanding that each individual is unique, □and recognizing our individual differences. These can be along □the dimensions of race, ethnicity, gender, socio-economic status, age, physical abilities, religious beliefs, □political beliefs, or other ideologies. It is the exploration □of these differences in a safe, positive, and nurturing environment. □It is about understanding each other

and moving beyond □simple tolerance to embracing and celebrating the □rich dimensions of diversity contained within each individual” (gladstone.uoregon.edu, 1999). Diversity is addressed in the context of the course through the course weekly agenda. For this course, a weekly class agenda item addresses diversity through a formal reflection on an individual’s personal perspective on diversity.

Required Texts:

Turnbull, A.P., et al. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

GRADING:

Cooperative Projects: 20% (5of 6?)
 Tests: 30% (3)
 Portfolio: 40% (2)
 Class Participation 10%

90-100%= A
80-89% = B
70-79% = C
60-69% = D

TENTATIVE CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>DUE DATES</u>
8-27-08	*Course Overview *Ch 1 Overview of SPED ^Would You Rather?	<i>Chp. 1,2,3</i>	
9-3-08	* Ch 2-Universal design/Ch 3- Collaboration & Multi-cultural Responsiveness #Watch Sean’s Story(SS) ^Would You Rather	<i>Chp. 4</i>	CLP#1
9-10-08	*Ch 4-Families/Partnerships #Discuss Sean’s Story Guest speakers	<i>Chp.5</i>	CLP#2
9-17-08	*Ch 5-learning disabilities	<i>Study for test</i>	Study for 1st test;CLP#3-SS
9-24-08	#Watch Film on LD **1st test-chapters 1-5	<i>Chp. 6</i>	
10-1-08	*Ch 6 Communication Disorders Guest speakers?	<i>Ch 7 & 8</i>	CLP#4
10-8-08	*Ch 7 Behavior disorders	<i>Work on</i>	

	*Ch 8 ADHD	<i>portfolios</i>	
10-15-08	PORTFOLIO Presentations	<i>Ch 9 & 10</i>	
10-22-08	Ch 9 Mental Retardation Ch 10 Severe and Multiple Disabilities	<i>Chp.11 & 12</i>	
10-29-08	Ch 11 Autism Ch 12 Physical disabilities & OHI 2nd Test-chapters 6-10	<i>Chp. 13 & 14</i>	
11-5-08	Ch 13 Traumatic Brain Injury Ch 14 Hearing Loss	<i>Ch 15 & 16</i>	CLP #6
11-12-08	Ch 15 Visual impairments Ch 16 Gifted	<i>Work on portfolios</i>	CLP #7/?
11-19-08	3rd test-Chapters 11-16 Special discussions/sharing		
11-26-08	Thanksgiving break		
12-3-08	Portfolio sharing		

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.

ASSIGNMENTS:

A. COOPERATIVE LEARNING PROJECTS: 20% of final grade

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 cannot be made-up if a student is absent from class, but only five of six projects will be used for grading.* 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.

B. PORTFOLIOS: Complete two (2) projects from the options below. **For this semester, all students will be required to complete an Option 9. It will be completed with a partner from class. Partners will be assigned the first night of class.**

All assignments must be word-processed. Projects can be submitted earlier for “pre-grading” and/or feedback. *40% of final grade*

OPTION 1: DISABILITY AWARENESS PROJECT: ADS and MOVIES (2 Tasks)

Objective: To increase our awareness of the images of disability used in media and popular culture. To critically examine messages and values inherent in popular culture.

Task 1 : Pay attention to how the media uses/treats disability: Videotape commercials showing individuals who have a disability, or collect magazine and newspaper ads that show individuals with a disability.

Output 1: Write letters to the companies providing feedback regarding these commercials/ads. At the due date, turn in your compilation of at least three commercials/ads, copies of the letters you sent the companies, and any responses you received. Write a short piece on each ad, discussing the impact it might have on children’s attitudes toward individuals with disabilities.

AND

Task 2: Pay attention to how "Hollywood" treats disability. Watch for characters in television shows and in movies that have disabilities. Are they treated as heroes, as villains, or as regular people?

Output 2: Write a 3-5 page paper that focuses on at least two different treatments (i.e., characterizations as mentioned above) of individuals with disabilities. Discuss the impact such characterizations might have on popular attitudes toward individuals with disabilities. With your paper, turn in the titles of movies/shows seen and when/where they were seen (if you rented a video, indicate the date you rented it and where you rented it). Your text provides movie suggestions at the end of each chapter.

If choosing this option, student cannot also choose Option Four or Five.

OPTION 2: A PARENT’S PERSPECTIVE

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: Autism, Attention Deficit Disorder/ADHD, Cerebral Palsy, Bipolar Personality Disorder.

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.

Task 2: Prepare a parent information package on one of the disabilities listed above, including details of the disability, and helpful information on school programming, support groups, behavior management strategies, learning outcomes, inclusion, etc.

Output: Write a report of the interview providing both the parent’s viewpoint and your commentary on what the parent told you.
Present the package of information on the chosen disability (Autism/ADHD/Cerebral Palsy/ Bipolar Personality Disorder)

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OPTION 3: COMMUNITY SUPPORTS AND COMMUNITY SERVICE

Objective: To explore and assist with local services for individuals with disabilities.

Task : Using the Internet and community resources, locate local services for individuals with disabilities, including those faced with a crisis. Develop a reference list of these services. Investigate one agency by completing **2-4 hours of service** with people with disabilities. Document your experiences.

Output : List the community support systems you found (name, address, phone number, summary of services provided). Write a 3 to 5 page paper on your experiences of service with the agency of your choice.

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OPTION 4: EDUCATIONAL TOYS

Objective: To determine the availability of educational toys and their use by students with severe to profound disabilities. To discuss your findings with a knowledgeable educational professional.

Task: Go to a local toy store and find up to fifteen (15) toys – that might help develop pro-social behavior, targeting a specific age range. For this assignment, pro-social behavior can be thought of as generosity, helping, cooperation, and self-control. Some guiding questions to assist you in the assignment are (but not limited to):

- Are these toys based on television programs, cartoons, movies, or literature?
- Do the toys appear to be gender-related?

- Are the pro-social toys featured in prominent locations in the store?
- Can the toys you found be used with both boys and girls?
- Are the toys designed to be used by children with severe to profound disabilities?
- Discuss your findings and impressions with a professional who works with children with severe to profound disabilities. What comments and/or suggestions did they offer?

Output: A written description and summary of your findings and your discussion with the educational professional.

If choosing this option, student cannot choose Option One or Five as other option.

OPTION 5: CHILDREN’S TELEVISION

Objective 1: To observe stereotypical behavior within our culture.

Task 1: Watch an hour of children’s television programming on a commercial station (NBC, CBS, ABC, etc.). Record the roles and activities of individuals with disabilities during the programs as well as in commercial advertisements

Output 1: Write a critique of the program that includes at least the following:
-The program name and time.
-Activities observed.
-Stereotypical language.
-Descriptions of commercials.
-Discuss any evidence of stereotyping or bias with regard to individuals with disabilities.

AND

Objective 2: To observe aggressive behavior within our culture.

Task 2: Watch an hour of children’s television programming on a commercial station (NBC, CBS, ABC, etc.). Record the number and type of incidents of violence and/or aggression during the program as well as in commercial advertisements. (Cartoons are fertile ground!)

Output 2: Write a critique of the program that includes at least the following:
-The program name and time.
-Incidents of aggression/violence observed.
-Examples of inappropriate language.
-Descriptions of commercials.
-Discuss whether the aggression/violence is “real” or “fantasy” noting the

emotional impact each type is likely to have.

If choosing this option, student cannot choose Option One or Four as other option.

OPTION 6: TRADITIONAL RESEARCH

- 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 (e.g., Facilitated Communication, Behavior Management, Nonverbal Learning Disabilities, current treatment of disability through medications, cultural bias in testing/education, No Child Left Behind, etc.) and read up to five related journal articles.
- Output:** Write an annotated bibliography for each of the five 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.
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OPTION 7: YOUR OWN PROJECT

- Objective:** To set your own objective, design your own project, and carry it out. May be done alone or with one other student in the class. **Can be a formal presentation of work experiences, personal experiences.**
- Task:** To be determined by you with approval from the instructor. You need to approval in writing via e-mail.
- Output:** To be determined by you. Include a print out of the instructor’s approval that is sent via e-mail.

OPTION 8: 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. Please make 29 copies of your finished product to pass out to class members.

Output: Provide all students with a useful summary.

OPTION 9: EDUCATIONAL/BEHAVIORAL INTERVENTION STRATEGIES

Objective; 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.

Task: Must be a practical, informative hands-on guide to assist teachers/educational teams in assisting students. This is a direct intervention project. **Student must agree to present to class and provide hand-out on the week in which disability is covered in class.**

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

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/>

Academic Honesty: Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care. It demands that the pursuit of knowledge be conducted with sincerity and care. Thus academic dishonesty including plagiarizing the work of others, cheating on tests, violating copyright laws, or conducting research on human subjects without IRB approval will make the individual subject to discipline which may range from failure on the assignment to dismissal from the university.

Students with Disabilities: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should contact the Office of Student Life at Lakeshore campus to arrange for an evaluation of what accommodations may be needed.

Harassment: Loyola University does not tolerate racial, sexual, or other forms of harassment of faculty, staff, or students. If you feel you are subject to such harassment, you should notify your instructor. If you feel you are subject to harassment by your instructor, contact the Department Chair.

ADDITIONAL READINGS (Recommended):

History of Educating Children with Disabilities

Gallagher, H. G. (1994). *By trust betrayed: Physicians and the license to kill in the Third Reich*. Arlington, VA: Vandamere Press.

Hehir, T. & Latus, T. (Ed. S) (1992). *Special education at the century's end: Evolution of theory and practice since 1970*. Cambridge, MA: Harvard Education Review, Reprint Series No. 23.

Shapiro, J.P. (1993). *No pity*. New York: Random House.

Philosophical Issues

Skrtic, T.M. (1991). *Behind special education: A critical analysis of professional culture and school organization*. Denver: Love Publishing Company.

Albrecht, G.L. (1992). *The disability business: Rehabilitation in America*. Newbury Park, CA: Sage Publications.

How to Teach Students with Disabilities

Baker, B.L. & Brightman, A.J. (1989). *Steps to independence: A skills training guide for parents and teachers of children with special needs*. (2nd. Ed.) Baltimore: Brookes Publishing Company.

Cognitive Disabilities

Hunt, N. (1967). *The world of Nigel Hunt: The diary of a mongoloid youth*. New York: Garrett Publications.

Kingsley, J. & Levitz, M. (1994). *Count us in: Growing up with Down Syndrome*. Harvest.

Behavior Disorders/Emotional Disturbance

Cronkite, C. (1995). *On the edge of darkness*. New York: Dell.

Duke, P. and Hochman, G. (1992). *A brilliant madness: Living with manic-depressive illness*. New York: Bantam Books.

Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Garden City, NY: Doubleday.

Green, R. (1998). *The explosive child: A new approach for understanding and parenting easily frustrated, 'chronically inflexible' children*. Harper Collins.

Autism

Grandin, T. (1995) *Thinking in pictures and other reports from my life with autism*. New York: Dell.

Deafness

Kisor, H. (1990). *What's that pig outdoors: A memoir of deafness*. New York: Hill & Wang.

Cerebral Palsy

Brown, C. (1955). *My left foot*. New York: Simon & Schuster.

Nolan, C. (1987). *Under the eye of the clock*. New York: St. Martin's Press.

Deaf/Blindness

Keller, H. (1988). *My life*. New York: Signet Classics.

Traumatic Brain Injury

Gardner, H. (1976). *The shattered mind*. New York: Random House.

Sachs, O. (1987). *The man who mistook his wife for a hat*. New York: Garrett Publications.

Burns

Rothenberg, M. & White, M. (1985). *David*. New York: Berkeley Books.

Family Issues

Schiff, H. (1977). *The bereaved parent*. New York: Penguin Books.

Turnbull, A.P. & Turnbull, H.R. (1978). *Parents speak out*. Columbus, OH: Merrill.

Other Health Impaired

Johnson, A. (1994). *A rock and a hard place: A boy's triumphant story*. Signet.

Gifted

Corwin, M. (2000). *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City High School Students*. William Morrow and Co.

Diversity

Carter, F. and Strickland, R. (1986). Education of Little Tree. University of New Mexico Press.

FILM TITLES

DISABILITY

A Beautiful Mind	Schizophrenia
Awakenings	Rare Neurological Disorder
Best Boy	Mental Retardation
Bill	Mental Retardation
Born On The Fourth Of July	Paraplegic
Boys On The Side	Aids
Butterflies Are Free	Visual Impairment
Children Of A Lesser God	Hearing Impairment
Death Be Not Proud	Brain Tumor
Dominic And Eugene	Mental Retardation
Elephant Man	Neurofibromatosis
Forest Gump	Paraplegic, Cognitive Disability
Good Will Hunting	Gifted
If You Could See What I Hear	Visual Impairment
Interrupted Melody	Polio
Lorenzo's Oil	Rare Brain Dystrophy
Mask	Physical Deformity
Miracle Worker	Deaf/Blind
My Left Foot	Cerebral Palsy
My Private Idaho	Narcolepsy
Of Mice And Men	Mental Retardation
Passion Fish	Unknown Disability
Patch Of Blue	Visual Impairment
Philadelphia	Aids
Places Of The Heart	Visual Impairment
Rain Man	Autism
Scent Of A Woman	Visual Impairment
Sneakers	Visual Impairment
The Switch	Quadriplegia
The Best Years Of Our Lives	Physical Disability
The Doctor	Cancer
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

General Reading

Tarver, S. G. (1996). Should method of teaching beginning reading be matched to the student's learning style? *Effective School Practices*, 15(4), 37-38. Also reprinted in P.R.E.S.S. Release.

Report of Project Follow Through results. Science Research Associates: Chicago, Illinois.

Tarver, S. G. (in press). Direct Instruction: Teaching for generalization, application and integration of knowledge. In *Multidisciplinary Journal of Learning Disabilities*.

Gough, P. B. (1996). How children learn to read and why they fail. *Annals of Dyslexia*, 46, 3-20.

National Reading Panel Report (April, 2000).

Grossen, B. Research and design of a superior reading program. Science Research Associates: Chicago, Illinois.

Engelmann, S. (1997). Theory of mastery and acceleration. In J. W. Lloyd, E. J. Kameenui, & D. Chard (Eds.). *Issues in educating students with disabilities*. Lawrence Erlbaum Associates: Mahwah, New Jersey.

Carnine, D. (2000). Why education experts resist effective practices. Thomas B. Fordham Foundation.

Biklen, D. (1992). *Schooling without Labels: Parents, Educators, and Inclusive Education*. Philadelphia: Temple University Press.

Blatt, B. (1966). *Christmas in Purgatory*. Boston, MA: Allyn & Bacon.

Blatt, B. (1970). *Exodus from pandemonium*. Boston, MA: Allyn & Bacon.

Dybwad, G. (1980). Avoiding misconceptions of mainstreaming, the least restrictive environment, and normalization. *Exceptional Children*, 47(2), 85-88.

Havey, M. J. (1998). Inclusion, the law, and placement decisions: implications for school psychologists. *Psychology in the schools*, 35 (2).

Hehir, T & Latus, T. (Eds.) (1992). *Special education at the century's end: Evolution of theory and practice*. Cambridge, MA: Harvard educational review

Irvine, P., & Wright, E. (2000). History of Special Education. In *The encyclopedia of special education: A reference for the education the handicapped and other exceptional children and adults*, (2nd ed., Vol. 2). NY: J. Wiley & Sons.

Mazurek, K. & Winzer, M. D. (2000). *Special education in the 21st century: Issues of inclusion and reform*. Washington, D.C.: Gallaudet University Press.

Reynolds, M. C. (1989): An historical perspective: The delivery of special education to mildly disabled and at risk children. *Remedial and special education*, 10(6) 7-11.

Smith, A. (1997). Systemic education reform and school inclusion: A view from a Washington office window. *Education and Treatment of Children*, 20(1), 7-20.

Stainback, W. & Stainback, S. (1996). *Controversial issues confronting special education: Divergent perspectives*. Needham Heights, MA: Allyn & Bacon.

Turnbull, H.R. (1993). *Free appropriate public education: The law and children with disabilities* (4th ed.). Denver, CO: Love Publishing Company.

Winzer, M. (1993). *The history of special education: From isolation to integration*. Washington, D. C.: Gallaudet University Press.

Ysseldyke, J. E. & Algozzine, B. (1982). *Critical issues in special and remedial education*. Boston: Houghton Mifflin.