

**THE EXCEPTIONAL CHILD – Spring 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](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](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**

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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.

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this internship we will utilize this conceptual framework as a lens to examine the internship experience when working within the schools and will promote just and equitable educational services to all members of the community.

### **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.

### **Disposition**

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

### **Plagiarism**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

"Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been

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influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission.

**Required Texts:**

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

**Grading System**

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

900- > A

800 – 900 B

700 – 800 C

600-700 D

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**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>
1-24-11	*Course Overview *Ch 1 Overview of SPED ^Would You Rather?	<i>Chp. 1,2,3</i>	
1-31-11	* Ch 2-Universal design/Ch 3- Collaboration & Multi-cultural Responsiveness #Watch Sean’s Story(SS) ^Would You Rather	<i>Chp. 4</i>	CLP#1
2-7-11	*Ch 4-Families/Partnerships **Parent/son guest speakers	<i>Chp.5</i>	CLP#2
2-14-11	*Ch 5-learning disabilities Discuss Sean’s Story	<i>Study for test</i>	<b>Study for 1<sup>st</sup> test;CLP#3- SS</b>
2-21-11	#Watch Film on LD **1 <sup>st</sup> test-chapters 1-5	<i>Chp. 6</i>	
2-28-11	*Ch 6 Communication Disorders **Family guest speakers	<i>Ch 7 &amp; 8</i>	CLP#4
3-14-11	*Ch 7 Behavior disorders *Ch 8 ADHD	<i>Work on portfolios</i>	_____
3-21-11	<b>PORTFOLIO Presentations</b>	<i>Ch 9 &amp; 10</i>	_____
3-28-11	Ch 9 Mental Retardation Ch 10 Severe and Multiple Disabilities	<i>Chp.11 &amp; 12</i>	
4-4-11	Ch 11 Autism Ch 12 Physical disabilities & OHI <b>2<sup>nd</sup> Test-chapters 6-10</b>	<i>Chp. 13 &amp; 14</i>	
4-11-11	Ch 13 Traumatic Brain Injury Ch 14 Hearing Loss	<i>Ch 15 &amp; 16</i>	CLP #6
4-18-11	Ch 15 Visual impairments Ch 16 Gifted	<i>Work on portfolios</i>	CLP #7/?
4-25-11	Special discussions/sharing/ <b>3<sup>rd</sup> test- chapters 11-16 or</b>	Work on portfolios	

5-2-11	Special discussions/sharing/ <b>3<sup>rd</sup> test-chapters 11-16</b> or		
<b>3-7-11</b> _____	<b>Spring break-no class</b>		

**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?

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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**

**DISABILITY**

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  
 The Homecoming  
 The Hunchback Of Notre Dame  
 The Light That Failed  
 The Man Without A Face

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  
 Paraplegic  
 Physical Deformity  
 Visual Impairment  
 Physical Disfigurement

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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