

Introduction to Special Education
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Class Meetings: Dates: Tuesdays and Thursdays
Location: Scott Hall Room 116
Time: 1:10 - 2:30
Office hours: Tuesdays and Thursdays, by appointment

Text: Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference*. Pearson - Prentice Hall (ISBN - 13: 978-0-205-60056-4; ISBN-1-: 0-205-60056-5).

COURSE DESCRIPTION

This course focuses on the foundations of special education. The purpose of the course is to: (a) examine historical background information related to the field of special education; (b) review components necessary for effective collaboration and consultation with parents, school personnel and other professionals, and related multicultural issues/perspectives; (c) examine the nature and characteristics of various disabilities; and discuss services and programs to help meet the educational, social, and/or personal goals for students with disabilities. These goals are achieved through the use of case studies, large and small group discussion, chapter readings, class assessments, and related activities.

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to (standards within parenthesis are New Jersey Professional Standards for Teachers Aligned with InTASC May 5, 2014):

1. Describe the historical trends in special education including related litigation and legislation (Content: Standard #4, Content Knowledge).
2. Define and describe current terminology and issues in the field of special education, including inclusion and assessment practices and family and multicultural issues (The Learner and Learning: Standard #1, Learner Development; The Learner and Learning: Standard #2, Learning Differences; Essential Knowledge; Professional Responsibility: Standard #10, Collaboration).
3. Describe the diagnosis, identification, and characteristics of various disabilities (The Learner and Learning: Standard #1, Learner Development; The Learner and Learning: Standard #2, Learning Differences).

4. Describe service delivery options for students with disabilities and their families (The Learner and Learning: Standard #3, Learning Environments; Content: Standard #4, Content Knowledge; Instructional Practice: Standard #7, Planning for Instruction).
5. Identify general methods and strategies for meeting the social and educational needs of students with various disabilities (The Learner and Learning: Standard #1, Learner Development; The Learner and Learning: Standard #2, Learning Differences; Instructional Practice: Standard #8, Instructional Strategies).

POLICIES

Grade

Your grade in this course is based on the percentage of total points that you earn. Each assignment has a corresponding point value (see below) and your final grade will be calculated as the number of points you earn in relation to the number of points available.

These number grades will be converted to letter grades as follows:

90 - 100%	=	A
87 - 89%	=	B+
80 - 86%	=	B
77 - 79%	=	C+
70 - 76%	=	C
60 - 69%	=	D
59% and below	=	F

Points will be earned for the following activities (rubrics will be provided for each activity):

1. **Attendance and participation** (20 points): Come to class on time and prepared. Attendance and participation is very important for you to benefit from this class. You are responsible for all assigned readings. Our interactions and activities depend upon you being thoroughly familiar with the readings. Bring the syllabus, textbook, readings, and handouts to every class. Attendance and consistent on-time arrival is a requirement for class participation. If you miss class because of an emergency, please notify the instructor via email or phone.
2. **Assignment 1: Presentation** (50 points). As a group (4 or 5 students), prepare a presentation that describes assessment methodology, characteristics, and an intervention to overcome challenges associated with cultural and linguistic diversity or one of the disabilities described in your textbook. Your group will present (approximately 20 minutes) the day that your disability is the topic of the lecture. Prepare a one-page handout for the class that describes the intervention, steps to implement the intervention, at least research study of the intervention, and any relevant considerations. Submit the handout to your instructor one week in advance and it will be made available to the class.
3. **Assignment 2: Book Review** (30 points). Read and review a book from the popular literature that deals with a disability. You will be provided with a resource list; however, you are free to choose a book that is not on the list with permission from your instructor prior to reading the book. Children's books are not acceptable for this assignment. Your

book review should be 2 to 4 pages (double-spaced) and should briefly summarize the story and address the guiding questions described in the grading rubric.

4. **Assignment 3: Interview Project** (50 points). Interview a parent of a child with a disability or a young adult with a disability to gather information regarding the individual's experience as a parent of a child with a disability or a child with a disability in K-12 schools. If you have difficulty identifying an individual, seek assistance from your instructor. Prepare a list of questions that will help you understand the individual's experiences in schools. What would you like to know? Also, ask the individual to describe what he/she would advise you to remember/understand as a future educator. Schedule an agreed upon time to meet face-to-face with the individual. While interviewing the individual, ask your prepared questions and move beyond those questions based on the individual's answers. With this information, prepare a 4 to 5 pages double spaced paper that describes who you interviewed, why you selected that person, and the circumstances surrounding your interview (where were you, who was present, etc.) and what you learned. In addition, describe how this information will help you as a future educator. More information will be provided in the grading rubric.
5. **Assignment 4: Research Paper** (100 points). Identify a current topic in the field of special education and examine and analyze related issues. Examples of possible topics include the requirement of schools to provide evidence-based instructional and/or behavioral strategies for students with disabilities, inclusion, collaboration between special and general educators, co-teaching, and discipline policies for students with disabilities, working with parents, reauthorization of IDEIA, NCLB and special education, and classroom management strategies. This is not an exhaustive list. Your instructor should approve your topic prior to beginning your paper. Your paper should be 8 to 10 pages (without references) and include citations from at least 5 research articles on the topic (100 points).
6. **Exam 1 and 2** (100 points each; 200 total). There will be two exams that consist of multiple choice, fill in the blank, and/or short essay questions. The questions will cover the required readings (text and articles), class lectures, and class discussions. In addition, exam questions will include information covered in class that may or may not be addressed in readings and visa versa so reading and attending class are essential for successful completion of this course.

Task	Points	Course	Due Date
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		Objective(s)	
Attendance and Participation	20	All	Each class
Assignment 1: Presentation	30	3, 5	Per schedule
Assignment 2: Book Review	50	2, 3, 4	10/16
Assignment 3: Interview Project	50	4	11/13
Assignment 4: Research Paper	100	5	12/15
Exam 1	100	1, 2	10/23
Exam 2	100	2, 3, 4	12/9
Total Possible Points	450	All	

If you have special needs as defined by the Americans with Disabilities Act and are eligible for academic accommodations, please notify your instructor immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932 - 1711.

Assignment Submission

All assignments must be formatted per the Publication Manual of the American Psychological Association (APA; 6th edition; 2009). Assignments must be double spaced using 12-point Times New Roman font. Refer to the APA manual and the handout provided by your instructor. Please proof read your assignment prior to submission paying close attention to grammar, spelling, and organization.

Assignments are due by midnight of the designated date.

Late assignments are accepted only at the discretion of the instructor. If you are absent the day an assignment is due, you must email the assignment to the instructor to avoid points being deducted.

Professional Behavior and Demeanor

Students will review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism defined as “to steal and pass off as one’s own the ideas or words of another” (Webster, 1967 p. 646) includes handing in someone else’s work, work obtained on the internet without documenting the source, or work written for another instructor’s course, is a reason for failure of this course and dismissal from this university.

The Rutgers University Code of Student Conduct can be accessed at <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

For information on the Rutgers University academic integrity policy, please go to: <http://studentconduct.rutgers.edu/academic-integrity>

Related policies and procedures may also be found in the Rutgers Graduate School of Education Catalog: http://catalogs.rutgers.edu/generated/gse_current/index.html

Students are expected to focus totally on class activities and not engage in alternate activities (social conversations, text messaging, etc.).

Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.

Students will be respectful of others including differing beliefs and opinions. Except where otherwise customary (e.g., deaf community terminology), students are expected to use person-first language when speaking of students with disabilities (e.g., student with a learning disability, NOT, LD student), and never use demeaning terms. Students should avoid terminology that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers from a disability. Because normal has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students”, “typically developing students”, or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.

Student Notice

Rutgers abides by the Americans with Disabilities Act Amendments (ADAA) of 2008 including Sections 504 and 508 that mandates reasonable accommodations for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instruction and/or examination accommodation, please contact your instructor early in the semester so that she can provide or facilitate the provision of accommodations if needed. If you have not already done so, you will need to register with Office of Disability Services. The office is located in Kreeger Learning Center, 151 College Ave, 732-932-2848.

COURSE SCHEDULE*

Week	Dates	Topic	Readings**	Notes/Activities/ Assignments Due
1	9/2-9/3	<ul style="list-style-type: none"> Review syllabus Disability and social justice Disabilities and students 	Smith & Tyler: Chapter 1 Cook & Schirmer (2003) Yell, Rogers, & Rogers (1998)	
2	9/9-9/11	<ul style="list-style-type: none"> Overview of special education, history, and law Trends in special education 	Smith & Tyler: Chapter 1	Select a topic (and group) for presentation
3	9/16-9/18	<ul style="list-style-type: none"> Models of service delivery IEP process 	Smith & Tyler: Chapter 2 Hunt, Soto, Maier, & Doering (2003)	9/18 - No class; group meetings
4	9/23-9/25	<ul style="list-style-type: none"> Cultural and Linguistic Diversity 	Smith & Tyler: Chapter 3	<i>Presentations begin</i>
5	9/30-10/2	<ul style="list-style-type: none"> Speech & Language Impairments 	Smith & Tyler: Chapter 4	10/2 - No class; group meetings and reading
6	10/7-10/9	<ul style="list-style-type: none"> Learning Disabilities 	Smith & Tyler: Chapter 5 Fuchs & Fuchs (2007) Fuchs, Mock, Morgan, & Young (2003)	
7	10/14-10/16	<ul style="list-style-type: none"> ADHD 	Smith & Tyler: Chapter 6 Evans, Owens, & Bunford (in press) Pelham, Fabiano, & Massetti (2005) Harrison, Bunford, Evans, & Owens (2013)	10/16 - <i>Book Review Due</i>
8	10/21-10/23	<ul style="list-style-type: none"> Emotional and Behavioral Disorders 	Smith & Tyler: Chapter 7 Bradley, Henderson, & Monfore (2004) Vannest, Harrison, Temple-Harvey, Ramsey, & Parker (2011).	10/23 - <i>Exam I</i>
9	10/28-10/30	<ul style="list-style-type: none"> Intellectual Disabilities 	Smith & Tyler: Chapter 8	
10	11/4-11/6	<ul style="list-style-type: none"> Physical or Health Disabilities 	Smith & Tyler: Chapter 9	
11	11/11-11/13	<ul style="list-style-type: none"> Deafness and Hard of Hearing 	Smith & Tyler: Chapter 10	11/13 - <i>Interview Project Due</i>
12	11/18-11/20	<ul style="list-style-type: none"> Low Vision & Blindness; 	Smith & Tyler: Chapter 11	11/20 - Writing day; no class
13	11/25	<ul style="list-style-type: none"> Autism Spectrum Disorders 	Smith & Tyler: Chapter 12	11/27 - Happy Thanksgiving!
14	12/2-12/4	<ul style="list-style-type: none"> Low Incidence Disabilities Giftedness and Talents 	Smith & Tyler: Chapter 13 & 14	

15	12/9-12/11	<ul style="list-style-type: none"> Review for exam II 		12/9 - <i>Exam 2</i> 12/11 - Reading Day; No class
16	12/15	<ul style="list-style-type: none"> 8:00 - 11:00 am 		12/15 - <i>Research Paper Due</i>

*If class is cancelled, you will receive an email from your instructor. If class is cancelled due to inclement weather, students should check for assignments to cover the missed topic.

*The syllabus, course schedule and readings are subject to minor adjustments, as determined by the instructor. Please check Course Site on a regular basis.

**Additional readings will be added throughout the semester

Additional Readings

- Bradley, R., Henderson, K., & Monfore, D. A. (2004). A national perspective on children with emotional disorders. *Behavioral Disorders, 29*, 221 - 223. Retrieved from <http://www.ccbd.net/publications/behavioraldisorders>
- Cook, B. G. & Schirmer, B. R. (2003). What's special about special education? *The Journal of Special Education, 37*, 139. doi: 10.1177/00224669030370030201
- Evans, S. W., Owens, J. S., & Bunford, N. (in press). Evidence based psychosocial treatments for children and adolescents with Attention Deficit/Hyperactivity Disorder. *Journal of Clinical Child & Adolescent Psychiatry*.
- Fuchs, L. S., & Fuchs, D. (2007). A model for implementing responsiveness to intervention. *Teaching Exceptional Children, 39*, 14 - 20. Retrieved from <http://journals.cec.sped.org/tec/>
- Fuchs, F., Mock, F., Morgan, P. L., & Young, C. L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research and Practice, 18*, 157 - 171. Retrieved from [http://danlane.wiki.westga.edu/file/view/Fuchs+\(Responsiveness+to+intervention..\).pdf](http://danlane.wiki.westga.edu/file/view/Fuchs+(Responsiveness+to+intervention..).pdf)
- Harrison, J. R., Bunford, N., Evans, & S. W., Owens, J. (2013). Educational accommodations for students with behavioral challenges: A systematic review of the literature. *Review of Educational Research, 83*(4), 551 - 597. doi: 10.3102/0034654313497517
- Hunt, P., Soto, G., Maier, J., & Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional Children, 69*, 315 - 332. doi: 10.1177/001440290306900304
- Pelham, W. E., Fabiano, G. A., & Massetti, G. M. (2005). Evidence-based assessment of attention deficit hyperactivity disorder in children and adolescents. *Journal of Clinical Child and Adolescent Psychology, 34*(3), 449 -476. Retrieved from http://www.tandfonline.com/doi/abs/10.1207/s15374424jccp3403_5#.U_t-E7xdU78
- Vannest, K. J., Harrison, J. R., Temple-Harvey, K., Ramsey, L., & Parker, R. I. (2011). Improvement rate differences of academic interventions for students with emotional and behavioral disorders. *Remedial and Special Education, (32)*6, 521-534. doi: 10.1177/0741932510362509
- Yell, M. L., Rogers, D., & Rogers, E. L. (1998). The legal history of special education: What a long, strange trip it's been. *Remedial and Special Education, 19*, 219 -228. doi: 10.1177/074193259801900405