

# Introduction to Special Education

05:300:383:02

Scott Hall, Room 116

3 Credits

TTH 1:10 - 2:30

Spring 2015

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Phone: 848-932-0822	10 Seminar Pl Rm 317
Office Hours: Tuesdays and Thursdays, by appointment	No prerequisites
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

## Learning goals:

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, Strategies).

## Course catalog 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; and (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.

**Class materials/ Textbooks:**

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). 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).

**Grading policy:**

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

**Assignments:**

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: Book Review** (50 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 3 pages (double-spaced) and should briefly summarize the story and address the guiding questions described in the grading rubric.
3. **Assignment 2: 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 for 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.

4. **Assignment 3: Interview Group Project** (50 points). As a group (4 or 5 students), prepare a presentation (and a one page handout) that describes each of your interviews and compares and contrasts your interviews. Your group will present (approximately 20 minutes) on the selected presentation day. Sign up for presentation dates on the SAKAI calendar. Submit the handout to your instructor one week in advance and it will be made available to the class.
5. **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, student presentations 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.

<b>Task</b>	<b>Points</b>	<b>Course Objective(s)</b>	<b>Due Date</b>
Attendance and Participation	20	All	Each class
Assignment 1: Book Review	50	3, 5	3/5/15
Assignment 2: Interview Project	50	2, 3, 4	3/25/15
Assignment 3: Interview Project	50	4	4/2/15 - 4/30/15 (Per Calendar)
Exam 1	100	1, 2	3/10/15
Exam 2	100	2, 3, 4	TBA
Total Possible Points	370	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 uploaded to the corresponding assignment folder on SAKAI prior to class on the due date.

All assignments must be formatted per the Publication Manual of the American Psychological Association (APA; 6<sup>th</sup> 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.

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.

**Policy: Professional Behavior and Demeanor:**

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 are expected to 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.

**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### Course Schedule

Week	Dates	Topic	Readings**	Notes/Activities/Assignments Due
1	1/20 - 1/22	<ul style="list-style-type: none"> <li>Review syllabus</li> <li>Disability and social justice</li> <li>Disabilities and students</li> </ul>	Smith & Tyler: Chapter 1 Cook & Schirmer (2003) Yell, Rogers, & Rogers (1998)	
2	1/27 - 1/29	<ul style="list-style-type: none"> <li>Overview of special education, history, and law</li> <li>Trends in special education</li> </ul>	Smith & Tyler: Chapter 1	
3	2/3 - 2/5	<ul style="list-style-type: none"> <li>Models of service delivery</li> <li>IEP process</li> </ul>	Smith & Tyler: Chapter 2 Hunt, Soto, Maier, & Doering (2003)	
4	2/10 - 2/12	<ul style="list-style-type: none"> <li>Cultural and Linguistic Diversity</li> <li>Speech &amp; Language Impairments</li> </ul>	Smith & Tyler: Chapter 3 & 4	<b>2/12 - Deadline for book approval</b>
5	2/17-2/19	<ul style="list-style-type: none"> <li>Group meetings and readings</li> </ul>		No class; interview group meetings and reading
6	2/24 - 2/26	<ul style="list-style-type: none"> <li>Learning Disabilities</li> </ul>	Smith & Tyler: Chapter 5 Fuchs & Fuchs (2007) Fuchs, Mock, Morgan, & Young (2003)	
7	3/3 - 3/5	<ul style="list-style-type: none"> <li>ADHD</li> </ul>	Smith & Tyler: Chapter 6 Evans, Owens, & Bunford (in press) Pelham, Fabiano, & Massetti (2005) Harrison, Bunford, Evans, & Owens (2013)	<b>3/5 - Book Review Due</b>
8	3/10 - 3/12	<ul style="list-style-type: none"> <li>Exam I</li> </ul>		<b>3/10 - Exam I</b> <b>3/12 - No class; Group meetings and reading</b>
	3/16 - 3/20	<b>Happy Spring Break!</b>		
9	3/24 - 3/26	<ul style="list-style-type: none"> <li>Emotional and Behavioral Disorders</li> </ul>	Smith & Tyler: Chapter 7 Bradley, Henderson, & Monfore (2004) Vannest, Harrison, Temple-Harvey, Ramsey, & Parker (2011)	<b>3/25 - Individual Interview Project Due</b>
10	3/31 - 4/2	<ul style="list-style-type: none"> <li>Intellectual Disabilities</li> </ul>	Smith & Tyler: Chapter 8	4/2 - Group Interview Project Presentation

Week	Dates	Topic	Readings**	Notes/Activities/Assignments Due
11	4/7 - 4/9	<ul style="list-style-type: none"> <li>Physical or Health Disabilities</li> </ul>	Smith & Tyler: Chapter 9	4/7 - Group Interview Project Presentation 4/8 - No class
12	4/14 - 4/16	<ul style="list-style-type: none"> <li>Deafness and Hard of Hearing</li> </ul>	Smith & Tyler: Chapter 10	4/14 - Group Interview Project Presentation 4/16 - Group Interview Project Presentation
13	4/21 - 4/23	<ul style="list-style-type: none"> <li>Autism Spectrum Disorders</li> <li>Low Incidence Disabilities</li> </ul>	Smith & Tyler: Chapter 12 & 13	4/23 - Group Interview Project Presentation
14	4/28 - 4/30	<ul style="list-style-type: none"> <li>Giftedness and Talents</li> <li>Exam Review</li> </ul>	Smith & Tyler: Chapter 14	4/30 - Group Interview Project Presentation
15	5/5	<ul style="list-style-type: none"> <li>Reading Days</li> </ul>		5/5 - Reading Day; No class
	TBA	<ul style="list-style-type: none"> <li>Exam 2</li> </ul>		<b><i>Exam 2</i></b>