

Introduction to Special Education
05:300:383:01
3 Credits

Class Meeting: Dates: Wednesday
 Location: Hardenbergh Hall B6
 Time: 4:50 PM - 7:30 PM

Instructor Name Dr. Dake Zhang	Email address:dake.zhang@gse.rutgers.edu
Phone Number 848-932-0821	10 Seminar Pl Rm 312
Office Hours: Monday by appointment	Prerequisites or other limitations: None.
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" 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:

Hybrid Section - Some Meetings Online, go to <http://ecollege.rutgers.edu>

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-10: 0-205-60056-5)

Course Description:

This course focuses on the foundations of special education. The purpose of the course is to: 1) examine historical background information related to the field of special education (legislation and litigation); 2) review components necessary for effective collaboration and consultation with parents, school personnel and other professionals, and related multicultural issues/perspectives; 3) examine the nature and characteristics of various disabilities; and 4) discuss services and programs to help meet the educational, social, and/or personal goals for students with disabilities. These goals are achieved via the use of case studies, large and small group class discussions, chapter readings, class assessments, and related activities.

Learning Goals:

Upon successful completion of the course, students will be able to:

1. Examine the historical trends in special education, as well as related litigation and legislation (***Content: Standard #4, Content Knowledge***)
2. Review current terminology and issues in the field of special education, including inclusion practices, as well as family and multicultural issues (***The Learner and Learning: Standard #1, Learner Development; The Learner and Learning:***

- Standard #2, Learning Differences; Professional Responsibility: Standard #10, Collaboration***
3. Examine 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. Review 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. Discuss 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

How You Earn Your Grade:

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose points for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Group work is based on assigned readings; as a result, it is important that students keep up-to-date on their reading in order to be good group members.

Course Requirements:

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

- If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic accommodations or modifications, please notify me 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 Policy:

- Additional assignments will be given out at the beginning of class. If late to class, students will be responsible for checking with other students.

- 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 or the assignment will be counted as late and points will be deducted.
- Students should 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, handing in someone else's work, work obtained on the internet without documenting the source, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work, as well as on a separate reference page. Better than satisfactory writing skills are expected.
- Papers will be graded within 14 days of their due date.

Professional Demeanor

As future teaching and allied field professionals, students are expected to present themselves and act in class as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- 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.
- 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 such as *retard*. 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

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>

Assignments:

I. Class Attendance/Participation –

1. *On campus meeting attendance and participation.* 4 points per meeting.

2. *Online Attendance and Participation.* Students are expected to attend each class promptly and meaningfully participate. In an online course this means faithful and relevant involvement in *each and every* online discussion threads. A lack of meaningful participation will affect your final grade. **2 points per discussion thread x 2 discussions per week.**

The following is what makes for a good response in a threaded discussion group from a grading perspective: I expect you to post thoughtful, well reasoned expressions of your ideas about the topics and questions at hand and respond to your classmates' ideas in the same way. Participate early (E), thoughtfully (T) and frequently (F) in each of the Unit Discussion Threads - [Remember: ETF].

Operationally this means responding thoughtfully to each assigned Discussion Thread at least one time by Thursday and then responding thoughtfully to a minimum of two of your classmates by Saturday. Except for Unit 1, which begins on a Tuesday, all units will be available on Monday and they will remain available for "discussion" until Sunday. Generally, Sunday comments do not lend themselves to interaction among classmates, so please do not wait until the last minute. "Thoughtfully" means I can readily tell that a significant amount of focused energy went into the

formulation of what you decided to share. I ask that you respond **vigorously and early** to my questions and your classmates' responses. Obviously, how well you do this has an impact on your class participation grade, which necessarily carries more weight in an online class. **Remember: early, thoughtfully, and frequently!** Please do not wait until the last day of a week.

EXAMPLE DISCUSSION PROMPT: *Discuss what you see as potential promises and pitfalls associated with RTI.*

EXAMPLE: high-quality posting (thoughtful & focused): I believe that RTI is not a panacea, but rather, an unproven approach to LD identification and prevention of early reading problems that may hold promise. Using early screening and intervention for emerging reading problems, avoiding a “wait-to-fail” approach, RTI can help change the learning trajectory for many early elementary students for the better. But as Fuchs, Fuchs, and Compton (2012) suggest, to do this well would require a massive commitment of financial and human resources, professional development, staff buy-in, and administrative leadership in the schools. And the question remains, once a student receives remediation through multiple RTI tiers, and is subsequently referred, evaluated, and classified as having a learning disability, what types and intensities of academic services will they receive, compared to those in the RTI tiers to which they were not fully responsive? We also need to consider the new roles for both general and special education teachers under an RTI approach and the data management systems necessary to help make it all work well (Fuchs, Fuchs, & Stecker, 2010).

EXAMPLE: low-quality posting (less than thoughtful & focused): I like what Robert said about RTI and I agree with most of his points. His response was very thoughtful. I mean, you can't expect schools and teachers to solve all of the world's problems—there really are limits. And what about the parents? What are their responsibilities to help kids learn to read early on? Everybody needs to work together under an RTI model to help kids succeed.

N.B. – In an effort to assure a successful beginning, Unit 1 will remain open for two weeks and will overlap with Unit 2 to provide additional “start up” time for those who arrive late and to accommodate for any delays in acquiring texts. Remaining Units will have a one week time span.

II. Exams – 40 points each

There will be two exams involving multiple choice, short-answer questions, and/or essay questions. Exam items will include information from class lectures, on line discussions, and reading assignments. **Thus, it will be essential to attend class, complete homework, and to read the assigned chapters and related materials.**

III. Projects

Project I: Movie Project 30 points

Select and watch a movie pertaining to an individual with special needs (a movie list can be found at <http://iris.peabody.vanderbilt.edu/films/>), reflect on the figure(s) with special needs in the movie story. Answer four reflection questions in the rubric we provided.

Paper II: Family Interview Project 50 points

For your final project, interview a parent of a child with a disability or a family member who has a sibling or relative with a disability. I hope access to an individual and their family member will not be difficult. Sit down with this individual or individuals. Ask them questions to get a better understanding of the disability that confronts their child or family member. Ask how they interact with an individual with a disability and what they do to better instruct, communicate, or modify their behavior in order to enhance his or her development. Expand your questions to understand how this impacts the other children in the family.

When you have concluded this meeting, write up the experience in a paper that should be six-eight pages (single space, 12 font) in length. The paper should give an overview of who you interviewed, why, and the circumstances in how you collected the information. It should also review the questions outlined and the feedback you received. The conclusion of the paper should specifically discuss several collaboration questions; what you learned as an individual, and how this will help you as a future educator.

Project III. IEP Development & New Jersey Model Form. *This project will be completed in class (week 3).*

A case study will be provided from which you will develop the following IEP components: Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Modifications, & Accommodations. Program recommendations will also be required. In addition to your text, you will find relevant information at the websites listed under Supplemental Materials. Your assignment is to be submitted in the format of the IDEA 2004 Model Form (IEP). **Use the version of the form that is NOT annotated!**

IEP Development & NJ Model IEP Form Assignment Rubric:
15 Possible Points

CATEGORY	3	2	1
All required components are included and correctly completed on	0 errors or omissions	1 or 2 errors and/or omissions	3 errors and/or omissions

correct NJ Model IEP Form			
PLAAFP clearly lays foundation for Goals, Objectives, Modifications, & Accommodations	Concise and clearly written PLAAFP fully and effectively lays the foundation	Concise and clearly written PLAAFP mostly lays the foundation	PLAAFP Partially lays the foundation.
Goals, Objectives, Modifications, & Accommodations are appropriate and specific to the unique characteristics of the student	Entirely appropriate and specific to the unique characteristics of the student	Mostly appropriate and specific to the unique characteristics of the student	Somewhat appropriate and specific to the unique characteristics of the student
Program Recommendations are comprehensive, appropriate and conform to LRE requirements	Program Recommendations entirely address student's needs and satisfy LRE requirements	Program Recommendations mostly address student's needs and satisfy LRE requirements	Program Recommendations partially address student's needs.
Presentation: formatting, grammar, mechanics, etc.	1 error and/or omission	2 or 3 errors and/or omissions	4 errors and/or omissions

ADDITIONAL INFORMATION TO ASSIST WITH ASSIGNMENT COMPLETION:

REQUIRED NJ IEP PAGES:

- IDENTIFYING INFORMATION: PAGE 1
- PLAAFP: PAGE 2

- GOALS & OBJECTIVES: PAGE 9
 - MODIFICATIONS & ACCOMMODATIONS: PAGE 9
 - PROGRAM RECOMMENDATIONS: PAGE 16 (*STATEMENT OF SPECIAL EDUCATION & RELATED SERVICES*)
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Additionally...

Access the IEP Development folder in Doc Sharing. It contains the Rose Schmidt Case Study that you will need to review for this assignment in conjunction with your readings in Nitko & Brookhart. Also included in this folder are documents to assist with understanding specific aspects of the major tests that were used in the evaluation of Rose Schmidt.

Use the NJ IEP Form (unannotated version). Do not create your own format. Do not use your district's IEP. Use the NJ IEP Form.

There is a file in the IEP Development folder entitled *Instructional NJ Model IEP Form*. This file contains clear instructions regarding which IEP pages need to be completed and which do not need to be completed and submitted.

Make sure your PLAAFP is written in sentence / paragraph form as opposed to an outline or bulleted presentation.

There should be a clear correspondence between information discussed in the PLAAFP and the Special Education Program & Related Services that are recommended.

In "laying the foundation," the PLAAFP must also include some discussion of student strengths.

As you consider your programming recommendations (Statement of Special Education & Related Services), be sure to review NJAC 6A: 14 (Subchapter 4: Program & Instruction).

Duplicating certain pages of the NJ IEP Form is permissible and, likely, necessary; especially page 9 which contains Goals & Objectives as well as Modifications & Accommodations. You should have at least one Goal for each area of need, e.g., Reading, Mathematics, Social Skills, etc.

Although the student being evaluated is currently a private school student, program recommendations should be made as if she will be attending a public school.

All areas of need should be addressed, including Related Services.

Only submit completed sections of the NJ Model IEP Form. For example, there is no need to submit a Transition Plan or a BIP since they are not the focus of this assignment. This will be true of other sections as well.

IV. RTI Video summary. 15 points. The LRP video entitled *Getting Ready for RTI* is located in Course Home. It is placed there so that you may view it at a time convenient to you. Write a 1 page, double spaced summary describing the four principles of RtI. *This project will be completed in the class meeting on Feb 25.*

Grading Scale

1. Participation (60 points)
2. RtI video summary (15 points)
3. IEP project (15 points)
4. Movie Project I (30 points)
5. Interview Project (50 points, including 10 points for presentation)
6. Exam I (40 points)
7. Exam II (40 points)

Total possible points: 250 points

Class Schedule**

Session	Topic	Assignment (s) Due	Reading	Instruction Mode
Week 1 (Jan 20)	What is special education and inclusion, the history & laws of special education, the structure of support services in New Jersey	Syllabus Introduction	Chapter 1 PPT Video "Unforgotten: Twenty five years after Willowbrook" http://www.hulu.com/watch/194496 Special ed laws: ADA and IDEA http://mn.gov/mnddc/rud-turnbull/rud-turnbull-04.html Perceptions of disability http://iris.peabody.vanderbilt.edu/module/da-5/	<u>On campus</u>
Week 2 (Jan 27)	How are students identified for special education, the IEP process, characteristics And interventions used with specific disabilities.		Chapter 2 Guest speaker. NJAC 6A:14 New Jersey Special Education Regulations: http://www.state.nj.us/education/code/current/ Parental Rights in Special Education (PRISE): http://www.state.nj.us/education/specialed/form/	<u>On campus</u>
Week 3 (Feb 3)	Inclusion of students with disabilities	Inclusion Case study & IEP project (In class)	Individualized Educational Program (IEP). This website provides information about the components of IDEA and the IEP. http://idea.ed.gov/explore/view/p/root,dynamic,TopicalBrief,10 IDEA 2004 Model Form (IEP). This website provides a model form of an IEP for NJ students.	<u>On Campus</u>

			http://www.nj.gov/education/specialed/ieptoc.htm	
Week 4 (Feb 10)	Cultural & Linguistic Diversity and ELL	The Chorizo Test (in class).	Chapter 3 PPT http://iris.peabody.vanderbilt.edu/module/ell/ http://iris.peabody.vanderbilt.edu/module/clde/	<u>On campus</u>
Week 5 (Feb 17)	Speech & Language Impairments		Chapter 4 PPT	On line
Week 6 (Feb 24)	Learning Disabilities	RtI video review due (in class)	Chapter 5 PPT	<u>On Campus</u>
Week 7 (Mar 2)	ADHD		Chapter 6 PPT	On line
Week 8 (Mar 9)	Emotional and Behavioral Disabilities		Chapter 7 PPT http://iris.peabody.vanderbilt.edu/module/bi1/	On line
Week 9 (Mar 16)	Spring Break			
Week 10 (Mar 23)	Intellectual Disabilities	Mid term exam due (Chapter 1-7)	Chapter 8 PPT	On Campus
Week 11 (Mar 30)	Physical or Health Disabilities		Chapter 9 PPT	On line
Week 12 (April 6)	Deafness & Hard of Hearing/Low Vision & Blindness		Chapter 10 Chapter 11 http://iris.peabody.vanderbilt.edu/module/v01-clearview/ http://iris.peabody.vanderbilt.edu/module/v02-successsight/ PPT.	On line
Week 13 (April 13)	Autism Spectrum Disorders	Movie Project Due	Chapter 12 PPT Guest speaker from DDDC	On Campus
Week 14	Low Incidence		Chapter 13	On line

(Apr 20)	Disabilities		PPT	
Week 15 (Apr 27)		Final Project Due	<u>Final exam</u>	On campus